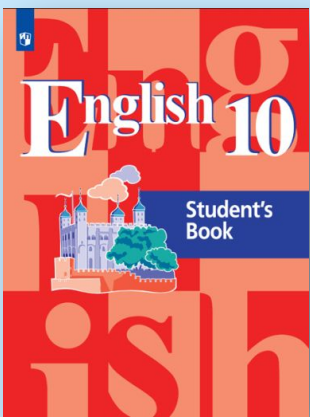
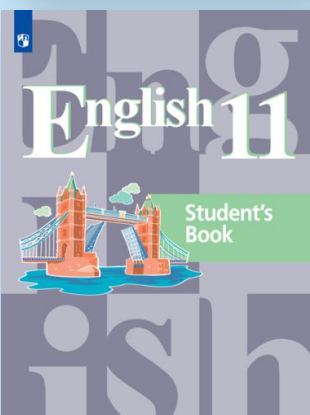


Система подготовки к ЕГЭ (устная часть)



в новых УМК “English 10”, “English 11”
издательства «Просвещение»

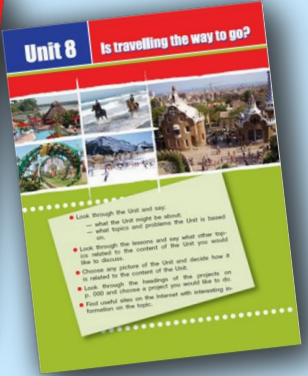
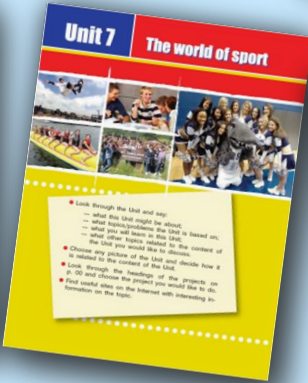
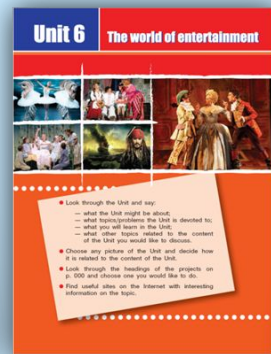
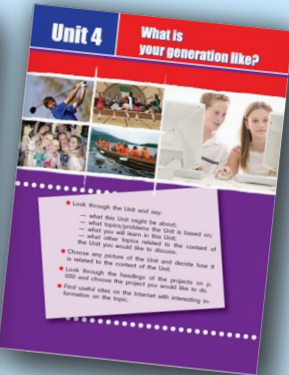
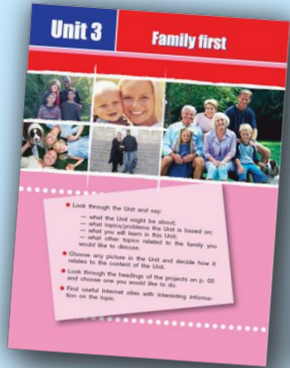
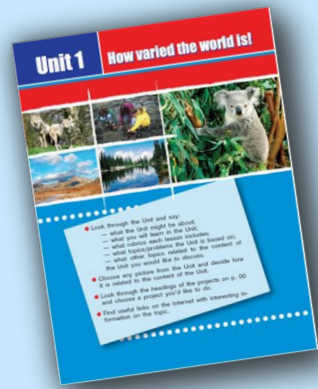


Авторы:

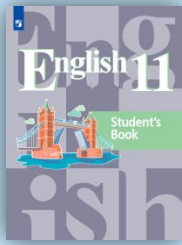
Кузовлев В.П., Лапа Н.М., Перегудова Э.Ш.,
Дуванова О.В., Кузнецова Е.В., Костина И.П.,
Кобец Ю.Н., Стрельникова О.В., Пастухова С.А.

Содержание УМК «English-10»

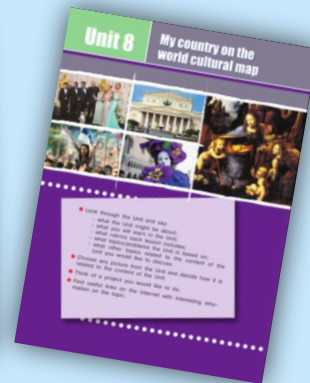
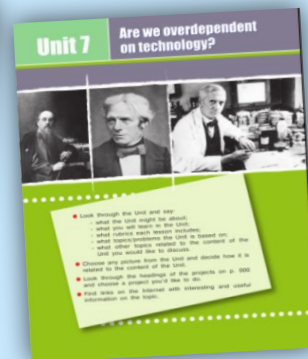
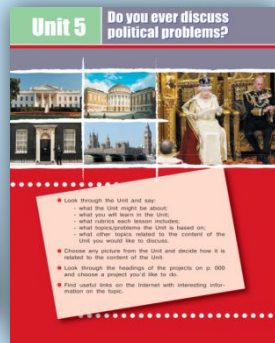
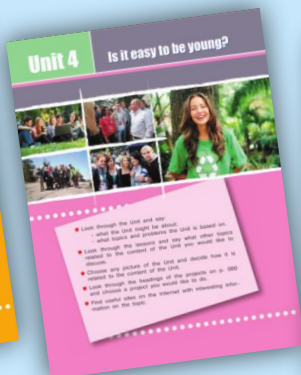
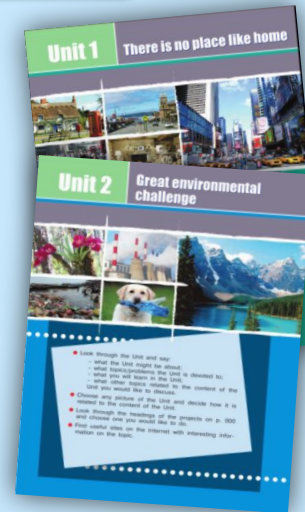
- Unit 1. How varied the world is!
- Unit 2. So many countries so many holidays
- Unit 3. Family first
- Unit 4. What is your generation like?
- Unit 5. My country's history highlights
- Unit 6. The world of entertainment
- Unit 7. The world of sport
- Unit 8. Is travelling the way to go?



Содержание УМК «English-11»



- Unit 1.** There is no place like home
- Unit 2.** Great environmental challenge
- Unit 3.** Getting ready for the future
- Unit 4.** Is it easy to be young?
- Unit 5.** Do you ever discuss political problems?
- Unit 6.** Art matters!
- Unit 7.** Are we overdependent on technology?
- Unit 8.** My country on the world cultural map



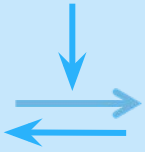
Что есть система?

СИСТЕМА - совокупность интегрированных и регулярно взаимодействующих или взаимозависимых элементов, созданная для достижения определенных целей, причем отношения между элементами определены и устойчивы, а общая производительность или функциональность системы лучше, чем у простой суммы элементов.

Система подготовки к ЕГЭ (устная часть)

Обучающие упражнения

Контролирующие упражнения



Неспециальные упражнения

Памятки-советы по подготовке

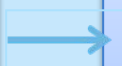
Специальные упражнения

Test yourself
Speaking

Exam preparation
Speaking

Self Assessment
Test-taking skills

Сборник контрольных заданий
Speaking



Совершенствование навыков и развитие умений, проверяемых в разделе «Говорение» на ЕГЭ.
Развитие экзаменационных умений.



Задание 1. Чтение фрагмента информационного или научно-популярного, стилистически нейтрального текста (Базовый уровень сложности)

1

Task 1. Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

A mountain is a form of land that rises high in a limited area. It is higher and steeper than a hill. Mountains must be higher than 600 metres. They consist of rocks and earth. They usually have steep, sloping sides. They also have sharp or slightly rounded peaks. Some mountains may have trees which grow on their sides. Very high mountains may have snow on their peaks. Long chains or groups of mountains are mountain ranges. They can be short or very long. A group of these makes a mountain system.

Mountains exist on every continent of our planet and even beneath the ocean. In fact, some of the highest mountains are at the bottom of the sea. For example, Hawaii is at the top of a volcanic mountain in the Pacific Ocean. More than half the mountain is below water. 75% of the world's countries have mountains.

М.В. Вербицкая, К.С. Махмурян, В.Н. Симкин

Средний процент выполнения задания – 80,9 (2016)

- **72,5 (2017)**

В целом улучшилась техника чтения:

- стало меньше ответов, в которых учащиеся не успели прочитать нужный фрагмент текста,
- стало меньше «спотыканий», отмечено большее внимание к смыслу читаемого.

Но многие участники из групп 1 (до 21балла) и 2 (22- 60 баллов) все еще допускали грубые ошибки:

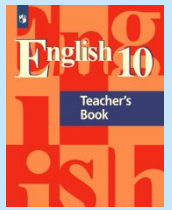
- при произношении/чтении слов, приводящие к изменению их значения,
- не могли читать числительные,
- делали ошибки в ударении,
- в делении текста на смысловые фразы,
- в интонации.

Участники из групп 3 (61-80 баллов) и 4 (81-100) допускали отдельные ошибки в делении текста на смысловые группы, а также иногда нарушали ритмико-интонационный рисунок фраз.

Рекомендации:

- вывести на сознательный уровень все фонетические навыки, которыми выпускники овладевали (часто имитационно) начиная с начальной школы,
- восполнить фонетические знания, необходимые для осознанного чтения текста вслух,
- повторить правила чтения;
- поработать над артикуляцией наиболее сложных звуков английского языка;
- объяснить, что такое смысловая группа (синтагма), как делятся предложения на смысловые группы, какую роль в этом играют знаки препинания;
- объяснить, что такое фразовое ударение, почему служебные слова не несут фразового ударения;
- объяснить, как интонационно оформляются утверждения и разные типы вопросов, какой смысл несут основные интонационные контуры английского языка;

-использовать аудиозаписи из УМК для формирования фонетических



- Ведется работа над обеими формами чтения: вслух и про себя. Чтение вслух выступает, с одной стороны, как средство для совершенствования техники чтения и произносительной стороны речи, а с другой - в своей вспомогательной коммуникативной функции: учащиеся ставятся в ситуации, когда они должны найти и прочитать в тексте ответы на вопросы или предложения, подтверждающие их мнение.
- Особое внимание уделяется синтагматичности, правильному интонационному оформлению различных коммуникативных типов предложения, логическому ударению, выразительности речи, а также повышению скорости чтения.

Lesson 1 Where do people live?

1 More than seven billion people live in a great variety of environments from big and small cities to tiny villages.

✓ 1) Read the texts A-E and match them with the titles 1-6. There is one extra title which you don't need to use.

- | | |
|--------------------------------|--------------------------------|
| 1. Help to be closer to nature | 4. City growth consequences |
| 2. Increase in city dwellers | 5. Help to limit spreading out |
| 3. Decrease in city population | 6. World observance |

2) **Vocabulary.** Listen and read the texts. Prove the choice of the titles. Find out the meaning of the highlighted words on p. 208.



A For more than a century, people have been moving by millions to larger **urban** areas from smaller urban and **rural** areas in order to find jobs, opportunities to improve their lives and create a better future for their children. The twentieth century saw the **rapid urbanization** of the world's population. At the present time half of the world's population lives in cities. 60 per cent of the global population is expected to live in urban environments by 2030, which will lead to higher urban **density** of the population.

B The population of cities around the world is growing by 180,000 people a day. Many consider this massive move from rural to urban areas as a threat with disastrous consequences for developing countries. By 2030 there would be two billion new city dwellers. Many of them will end up living in terrible conditions — **slums**. About 900 million people are currently living in slums. However, others describe global urbanization on the whole beneficial as people move to cities in the hope for a better life, and they normally get it.



C UN-HABITAT is the United Nations* (UN) agency for **settlements**. It was established in 1978 with the aim of providing proper **shelter** for all. Various activities are organized to examine the problems of rapid urbanization and its impact on the environment and human living conditions. The United Nations World Habitat Day has been annually celebrated since 1986 in many countries around the world. The day is held with a new theme each year, like "Shelter for the Homeless", "Cities Without Slums", "Better City, Better Life" and others.

New words and word combinations

Unit 1

Lesson 1

density ['densəti] *n* плотность, густота, концентрация

habitat ['hæbitæt] *n* 1. среда обитания (*растения, животного*) 2. жилище; жилищные условия

impact 1. ['ɪmpækt] *n* влияние, воздействие 2. [ɪm'pækt] *v* (on) оказывать воздействие

rapid ['ræpɪd] *a* быстрый, скорый

rural ['rʊərəl] *a* сельский, деревенский

settlement ['setlmənt] *n* поселение, посёлок

shelter* ['ʃeltə] *n* кров, пристанище, приют, убежище

shrink [ʃrɪŋk] (*shrank; shrunk*) *v* уменьшать(ся), сокращать(ся)

slum* [slʌm] *n* *обычн. pl* трущобы

spread out [sprɛd] *phr v* растягиваться, вытягиваться; расширяться

trend [trend] *n* общее направление, тенденция

urban ['z:bən] *a* городской

urban sprawl* [z:bən 'sprɔ:l] *n* стихийный рост городов за счёт сельской местности

urbanization [z:bənəɪ'zeɪʃn] *n* урбанизация; рост городов (за счёт сельской местности)

Сопутствующая задача: совершенствование навыков правильного произношения слов и ритмико-интонационного оформления различных типов предложений.

Подготовка к выполнению задания 1 (неспециальные упражнения).

Lesson 1 Where do people live?

- 1** More than seven billion people live in a great variety of environments from big and small cities to tiny villages.
- 1) Read the texts A-E and match them with the titles 1-6. There is one extra title which you don't need to use.**
- | | |
|--------------------------------|--------------------------------|
| 1. Help to be closer to nature | 4. City growth consequences |
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- 2) Vocabulary.** Listen and read the texts. Prove the choice of the titles. Find out the meaning of the highlighted words on p. 208.



A For more than a century, people have been moving by millions to larger urban areas from smaller urban and rural areas in order to find jobs, opportunities to improve their lives and create a better future for their children. The twentieth century saw the rise of cities and the growth of urban areas. This led to a massive increase in the number of people living in cities. The result was a massive increase in the number of people living in cities. The result was a massive increase in the number of people living in cities.

B The population of the world is growing rapidly. In 1950, there were 2.5 billion people in the world. By 2050, there are expected to be 9.7 billion people. This means that there will be a massive increase in the number of people living in cities. The result was a massive increase in the number of people living in cities.



settlements. It was established in 1978 with the aim of providing proper shelter for all. Various activities are organized to examine the problems of rapid urbanization and its impact on the environment and human living conditions. The United Nations' World Habitat Day has been annually celebrated since 1986 in many countries around the world. The annual event

- 3) Answer the questions. Use the information in the texts.**
- Why is urban population density expected to increase by 2030?
 - What are the negative consequences of the population growth in the developing countries?
 - What is urban sprawl? What helps to limit it?
 - Why is the number of shrinking cities increasing?
 - What are general trends relating to urban and rural population?
 - What is the aim of the UN-HABITAT?
 - What urbanization problems does UN-HABITAT research?

1 Every year, there are two minutes of silence at the eleventh hour of the eleventh day of the eleventh month in Commonwealth* countries.

1) Vocabulary. What historical event is this holiday devoted to? Find out the meaning of the highlighted words on p. 208.

The 11th hour of the 11th day of the 11th month

Remembrance Day is a memorial day observed in Commonwealth countries, such as the United Kingdom, Australia and Canada, to remember those who fought and died in many wars.

On the 11th hour of the 11th day of the 11th month in 1918 the armistice* which put an end to fighting in the First World War was signed.

The date was first observed in 1919 and until 1945 it was called Armistice Day. On the first anniversary of the armistice two minutes' silence was adopted, that became a central feature of commemorations on Armistice Day. After the end of the Second World War, the Australian, Canadian and British governments changed the name of the holiday to Remembrance Day. Armistice Day was no longer a public holiday.



The Cenotaph

where the Queen lays the first wreath. On this day ceremonies are held at War Memorials all over the UK and key po-

- 2) Answer the questions about Remembrance Day.**
- Why is Remembrance Day observed on 11 November?
 - Where is this holiday observed?
 - What are the other names of this holiday?
 - When is the main observance of this holiday in the UK?
 - What do British people do on Remembrance Day?
 - Why is Remembrance Day also called Poppy Day?

Сопутствующая задача: совершенствование навыков правильного произношения слов и ритмико-интонационного оформления различных типов предложений.

Подготовка к выполнению задания 1 (неспециальные упражнения).



3 Australia experiences a range of natural disasters including bush fires, floods, severe storms and earthquakes.

1) Read the article about a natural disaster in Australia and choose the best headline for it. Explain your choice. (reading for the main idea)

1. Hit by terrible floods
2. Thousands missing in Australia floods
3. Australia floods in recent 20 years



Thousands of people (0) have been affected (to affect) by some of the worst flooding to hit eastern Australia in 20 years. Heavy storms have been attacking the coast for days, causing rivers to break their banks and cutting off several towns in the state of New South Wales. The rising flood waters have made hundreds of people leave their homes and parts of the state (1) _____ (to declare) natural disaster zones. 11,900 houses are totally underwater and another 14,700 (2) _____ partially (to cover). Officials say that some areas could (3) _____ (to cut) off for about a week. Helicopters (4) _____ (to use) to get food to those who are trapped. Heavy rain caused floods in parts of the state and some beaches (5) _____ (to close) to keep people safe. The bad weather follows months of drought in Australia. But experts say a lot more rain (6) _____ (to need) to make up for the massive shortfall of rain during the long dry period.

2) Read your variant of the text aloud.



tal, technologies, and qualified labour forces across the national (4) _____.

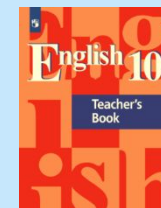
It is obvious that in order to control its national interests in the increasingly globalised world, Russia needs to (5) _____ its presence in the global arena.

Today only about just 6 % of Russia's products in the (6) _____ segments of its economy can compete in the world markets. In this context, Russia must (7) _____ its foreign economic strategy (8) _____. Oil and gas can't be the only source of economic growth. Money (9) _____ must not escape to the West. Russia must stimulate its own market and encourage (10) _____ into its own industries.

- | | | | |
|------------------|---------------|-----------------|-----------------|
| 1) a Determining | b Thanks | c Foreseeing | d Referring |
| 2) a links | b barriers | c space | d prejudices |
| 3) a predicts | b conserves | c facilitates | d opposes |
| 4) a territories | b boundaries | c barriers | d regions |
| 5) a revise | b delay | c insist | d rise |
| 6) a investment | b rural | c manufacturing | d fossil fuel |
| 7) a implement | b invest | c impact | d proclaim |
| 8) a highly | b firmly | c completely | d really |
| 9) a investment | b grants | c sources | d flows |
| 10) a efforts | b investments | c currencies | d contributions |

Сопутствующая задача: совершенствование навыков чтения вслух.

Подготовка к выполнению задания 1.



ПАМЯТКА Как подготовиться к выполнению задания 1

1. Сначала просмотрите текст, чтобы понять его содержание.
2. Определите слова, в правильности чтения которых, вы не уверены, вспомните соответствующие правила чтения, а также исключения из этих правил.
3. Обратите внимание на многосложные слова, поставьте в них ударение.
4. Правильно произносите слова, не допускайте артикуляционных ошибок при произношении таких звуков как [ð], [θ], [w], [ŋ], [z:]; оглушения конечных звонких согласных; искажения смысла слова:

[ð]- [z]- this-zip	[θ]-[s]- think – sink
[w]- [v]-wet-vet	[ɔ:]- [z:]- walk – work
[i:] -[ɪ]- peak – pick	[ɔ:] -[ɒ]- short – shot
[ɑ:] - [ʌ]- heart – hut	[u:] -[u]- pool – pull

5. Соблюдайте фразовое ударение:

выделяйте голосом ударные слова (существительные, наречия, числительные, смысловые глаголы, вопросительные местоимения);

не выделяйте голосом неударные слова (вспомогательные модальные глаголы, глагол *to be*, предлоги, частицы, союзы и притяжательные местоимения), помните, что в неударных звуках редуцируются.

6. Определите слова, которые следует выделить голосом логическим ударением.

7. Произнесите связующее *r* (*there is, far away*).

8. Определите синтагмы (смысловые группы) в предложении с правильной интонацией.

9. Соблюдайте интонационное оформление каждого предложения в соответствии с его коммуникативным типом.

Интонация понижения используется на последнем ударном слове предложения:

- в конце восклицательных предложений;
- в конце кратких повествовательных предложений;
- в конце специальных вопросов, начинающихся с вопросительных местоимений;
- в конце второй части альтернативного вопроса, предполагающего выбор из двух возможных вариантов;

- в конце первой части разделительного вопроса, который представляет собой повествовательное предложение;
С восходящей интонацией произносятся:
 - распространённое подлежащее;
 - обстоятельство в начале предложения;
 - каждый из перечисляемых членов предложения, кроме последнего, если он является концом повествовательного предложения;
 - общие вопросы, требующие ответы «да» и «нет»;
 - первая часть альтернативных вопросов;
 - придаточные предложения, стоящие перед главным.
- 10. Не допускайте необоснованных и длинных пауз между словами внутри предложения и между предложениями, выдерживайте средний темп чтения.

✓ 5. Reading aloud.

1) Get ready to read aloud the text about

a) Read the following words aloud paying attention

highlighted letters.

[ʌ]	[ju:]	[au]	[ə]
str <u>u</u> ggle	sec <u>u</u> rity	hou <u>u</u> se	supp <u>o</u> rt
hun <u>u</u> nger	nutri <u>u</u> tion	coun <u>u</u> ncil	focus
fund <u>u</u> ng	stud <u>u</u> ent	drop <u>o</u> ut	up <u>o</u> n
stud <u>u</u> ies	contin <u>u</u> e		unl <u>o</u> ss

✓ 1. READING ALOUD Get ready to read the text about spiders. Read aloud the following words. How are the highlighted letters pronounced in each case?

- | | | | | | |
|--------------------------------------|--------------------|-------------------|--------------------|-------------------|------------------|
| 1) [] caulif <u>l</u> ower | bec <u>a</u> use | <u>A</u> ustria | <u>A</u> ustralia | <u>a</u> ustral | <u>A</u> ustin |
| 2) [] wand <u>e</u> r | wall <u>e</u> t | swamp | warr <u>a</u> nt | wand | want |
| 3) [] dyn <u>a</u> sty | mys <u>u</u> tery | typical | syn <u>o</u> nym | cy <u>l</u> inder | sym <u>b</u> ol |
| 4) [] fe <u>a</u> r | disapp <u>e</u> ar | te <u>a</u> r | interf <u>e</u> re | premier | sinc <u>e</u> re |
| 5) [] we <u>i</u> gh <u>b</u> allet | pre <u>y</u> | portr <u>a</u> y | disob <u>e</u> y | sleigh | |
| 6) [] diff <u>e</u> rence | celebr <u>a</u> te | su <u>u</u> ccess | excell <u>e</u> nt | notice | receiv <u>e</u> |

b) Put the words into the appropriate columns according to the stressed syllable.

Some words may go to different columns. Read the words aloud.

1 st syllable is stressed	2 nd syllable is stressed	2 syllables
academic	behavior	career
decade	graduate	insecure
drop <u>o</u> ut	researcher	
interv <u>e</u> ntion		

✓ 4. READING ALOUD. Get ready to read the text below aloud.

1) Read aloud the words in each line. Pay attention to the rules of reading of the highlighted letters and cross out the word that does not fit.

- | | | | | |
|---------------------|-----------|------------|----------|-------------|
| a) <u>c</u> ountry | young | thousand | enough | tough |
| b) <u>r</u> oll | province | over | program | mobile |
| c) <u>c</u> ircus | decade | experience | recently | participate |
| d) <u>f</u> eat | ready | peaceful | leader | please |
| e) <u>h</u> uge | orphanage | magic | girl | change |
| f) <u>l</u> aughter | taught | bought | brought | thought |
| g) <u>s</u> mile | mini | mobile | life | child |

Цель упражнений: совершенствование навыков правильного произношения слов.

3) Explain why the words are stressed and unstressed in the following sentences.

Explain what tones are used in the following sentences.

The **students** of a **research school** in **New Jersey** are **doing** their **best** to **protect turtles**.

They **want** to **make** it illegal to **take** turtles from the **wild**.

Their **efforts** are **about** to **pay off**.

The **state legislators** are **about** to **introduce** a **bill** about

The **students** have been **trying** to **protect** the **turtles** since

They **educate** the **public** about them and **research** the

Cars kill **many turtles** **each year**, and their **number** in

The **students** are **happy** about the **prospect** of **legal protection**

have **studied** and **cared** for over the **years**.

The **turtles** were **widely hunted** for **food** in the 1880s.

Today they are in **demand** as **pets**.

The **bill** would **remove** turtles from the **list** of **animals**

them as **species** of **special concern**.

The **bill** is **awaiting** **hearings** in **two legislative committees**.

√2) **You** have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will have no more than 1.5 minutes to read it. Pay attention to the pronunciation and intonation.

Over the **last decade**, researchers have **focused** on the relationship between **food insecurity** and **academic learning**. Studies have **shown** that **hunger** has a **direct impact** on a **child's health**, **learning** and **behaviour**. Self-esteem is **affected**. Kids' marks **begin falling**.

Studies have also **shown** that **food-insecure students** are at a **higher risk** of **dropping out** of **high school**. According to a **report**, **high school dropouts** earn \$260,000 **less** over a **career** than **high school graduates**. The cycle **continues** as **these people** **struggle** to **support** their **families** with **low-paying jobs**, just as their **parents** before them. Without **intervention**, their **children** and their **children's children** may **meet** the **same fate**.

But there is **hope**. With **government funding** for the **school meals programmes**, **children** who **don't** have **food at home** are **now getting** the **nutrition** they **need** right from their **schools**. Many **children** can also **bring food home** to their **families** at the **end**

Цель упражнений: совершенствование навыков ритмико-интонационного оформления различных типов предложений.

Подготовка к выполнению задания 1 (специальные упражнения).

1 Information about teenagers often appears in different newspapers. Here are a few quotes from articles about teens.

1) Vocabulary. How are teenagers characterised in these articles? Find out the meaning of the highlighted words on p. 210.

When a high school student says he has got great friends, **awesome** parents and a wonderful girlfriend, he volunteers and has big plans for the future, it seems **suspicious**. Everyone knows that teenagers are supposed to be **moody**, **angsty**, listening to emo music while **revealing** negative thoughts in social networks and **rebellious** against their parents.

According to the experts, teens are happy because their parents are really good at being mums and dads. Their parents have put a ton of resources into kids, from school and extracurricular programmes to sport and **recreation** opportunities. They have created a life for their children that places value on education, sharing of information, technology and a balance of personal and professional success.

The **tolerance** and respect the average teens feel for one another contributes to their general **well-being**. Teens today are more comfortable expressing their ideas and thoughts. They have

teenagers describe themselves "happy and depressed".

Today grown-ups are failing to live their promise to young people. They said that if they worked hard, they would have a successful and happy life. It turns out we were in a world that was not dishonest. The number of 17-year-old Neets (Not in employment, or training) has risen in recent years, and these numbers are going up catastrophically.

This generation is being called as "lost". But it is also finding its way.

They are clearly different from previous generations. They are always excited, they **multitask** all the time and lead their lives in a computer world where there is no **distinction** between real and virtual. The web is their major **source** of amusement and information. It is not a **tool** for them; it is a **mainstay** in their lives. They are much more social, more emotionally open, and happier when online. They want to be

There are a lot of people who played a great role in world history. **1) Vocabulary.** What made these people famous? Find out the meaning of the highlighted words on p. 211.



Johann Gutenberg (1397 or 1400—1468) invented the printing press in the 1450s, and the first book to ever be printed was a Latin language Bible, printed in Mainz, Germany. Gutenberg created what many believe was the most important invention in history, but he became a victim of dishonest people who took control of his business and left him with no money. His machine changed the world and history recognizes him as a prominent figure. Without his invention, the Protestant Reformation would not have been possible.

2) Answer the questions.

- When and where were they born?
- What did they do?
- What contribution did they make?
- What was the historical background of Gutenberg's and Wellington's activities?

3) Read aloud the text about Johann Gutenberg.

4 Imagine that you want to read the last two articles on p. 84 to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out loud.

Варианты работы:

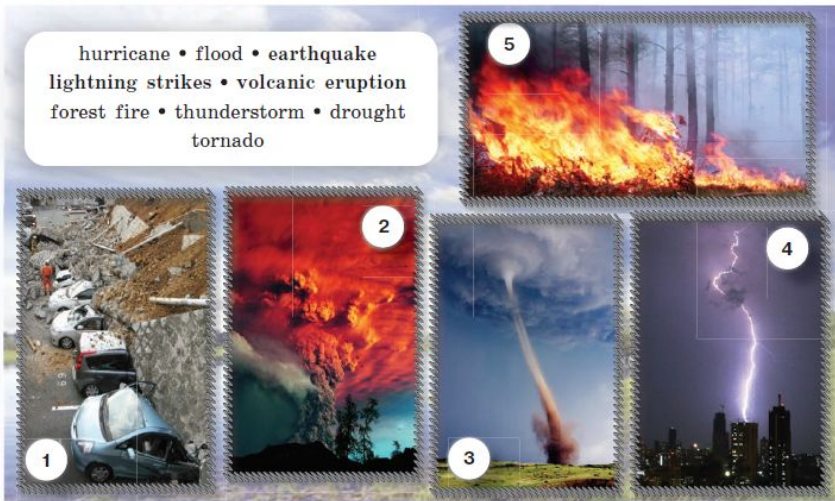
- учащиеся **слушают** диктора, **размечают** фразовое, логическое ударение, интонацию синтагм, различных типов коммуникативных предложений, **читают вслух**;
- учащиеся **размечают** фразовое, логическое ударение, интонацию синтагм, различных типов коммуникативных предложений, **читают вслух**, **слушают** диктора и **сверяют** правильность чтения;
- учащиеся **просматривают текст**, затем **читают** текст **одновременно с диктором**;

Цель упражнений: совершенствование навыков чтения вслух, развитие умения выполнять задание в тестовом формате.

Подготовка к выполнению задания 1 (специальные упражнения).

1 Countries across the world — due to climatic differences — experience various extreme weather events. Which of the following can you see in the pictures? (developing meaning vocabulary)

hurricane • flood • earthquake
lightning strikes • volcanic eruption
forest fire • thunderstorm • drought
tornado



D Indonesia has been struck by not one, but two natural disasters during a few days. On 26 October Mount Merapi volcano began to erupt, throwing out ash and rocks into the air. At least 32 people were killed and 42,000 more had to leave their homes because it was too dangerous to stay. Only a few days later a 7.7 magnitude undersea earthquake caused a tsunami, an enormous wave, to hit the Mentawai islands. More than 300 people have been killed with hundreds more missing. Many villages have been destroyed or swept away by the wave and 16,000 people have left their homes to go to higher ground. Getting food, clean water and tents to those made homeless by these disasters is made more difficult by bad weather and aftershocks.

E There are normally a few thunderstorms bringing short periods of heavy rain and lightning in Leeds. However, on Thursday 14 September a very strong thunderstorm caused disorder across the city. The storm over Leeds brought lightning, heavy rain, flooding, strong winds and even a tornado. The worst affected area was east Leeds where strong winds uprooted trees and several were struck by lightning. Many homes and businesses were affected by wind damage to windows, roofs and chimneys. A tornado was reported in Harehills. The Fire Service received 90 calls in 30 minutes, the largest number of calls received over this period by the service in 20 years. There was widespread flooding and three schools suffered damage and had to remain closed the following day.

2) Underline the key words in the other headlines 2–6 and articles B–E. Decide which headlines the articles were published under. There is one extra headline. (reading for the main idea)

B The record snowfalls this week have shut down hundreds of schools, closed airport runways and caused road accidents. Up to 50 cm of snow fell in just a few days with a low temperature in Wales last Saturday night of -18°C breaking the British record for that date in November. Gatwick, Heathrow, Birmingham and Southampton airports have all been closed due to the snow and bad weather. Snow, ice and cold weather have left many roads too dangerous to drive on. In some parts of the country, police have been recommending that people stay indoors and not make journeys unless they are necessary.

C The cloud of ash coming from the Eyjafjallajökull volcano in Iceland is causing troubles for travellers across the world. Many airports in Scotland and Ireland have cancelled all flights today. Although some airports in Scotland and England have been able to organise some flights, most of the UK airspace is still closed. Many European countries have also got a total ban on flights. Since the wind has been blowing the ash away from Iceland, much of that country has been unaffected. Some people were evac-



5) Look through articles D and E. Read them aloud.

Цель упражнения: совершенствование навыков чтения вслух, развитие умения выполнять задание в тестовом формате.

Задание 2. Условный диалог-расспрос с опорой на вербальную ситуацию и фотографию (Базовый уровень сложности)

2

Task 2. Study the advertisement.

Enjoy a quiet holiday by the lake!



You are considering having a holiday and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) location
- 2) accommodation
- 3) fishing
- 4) price for a week for one
- 5) group discounts

You have 20 seconds to ask each question.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ для учителей, подготовленных на основе
анализа типичных ошибок участников ЕГЭ 2017 года по ИНОСТРАННЫМ
ЯЗЫКАМ

М.В. Вербицкая, К.С. Махмурян, В.Н. Симкин

Средний процент выполнения – 73,4 (2016); **73 (2017).**

-Улучшения при выполнении задания: отсутствуют описания картинки рекламы вместо уточняющих вопросов; реже стал запрос не той информации, которая требуется по условиям задания; практически исчезли вопросы типа 'What about...'

-Участники экзамена из группы 1 часто не справлялись с заданием как с точки зрения выполнения коммуникативной задачи, так и с точки зрения грамматики. Примером непонимания коммуникативной задачи по пункту 'transportation' являются вопросы, заданные школьниками: What is the transportation? Can I do some transportation? Can I transport to the clinic? и т.д.

-Часто выпускники из групп 1 и 2 подменяли вопросы просьбами, например: I would like to know about the opening hours. Can you explain the location?

-Экзаменуемые из групп 1 и 2 все еще не понимают словосочетания 'opening hours' (часы работы) и задают вопросы: When does it open? What are open hours? Принимались вопросы: When are you open? How do you work?

-Иногда задавались бессмысленные вопросы, например: How much is the price? Where is the location? How long are the opening hours?

-Частотная ошибка: использование местоимения it в первом вопросе вместо названия предмета/задания и т.д., отсюда непонятно было, о чем идет речь, например в первом пункте давалось слово 'location'. Экзаменуемые спрашивали: Where is it located? Такой вопрос не принимался, так как было непонятно, о чем идет речь.

-Среди грамматических ошибок у выпускников из групп 1 и 2 наиболее часто встречаются неправильный порядок слов в вопросах, опущение вспомогательных глаголов, рассогласованность подлежащего и сказуемого.

Рекомендации:

- объяснить необходимость задавать прямые, а не косвенные вопросы;
- повторить, как строятся разные типы вопросов, и обратить внимание на их интонационное оформление;
- объяснить, в каких случаях нужно поставить общий вопрос, в каких – специальные либо другие типы вопросов;
- объяснить разницу между вопросом и просьбой;
- обратить внимание на необходимость следить за временем.

- ✓ вступать в общение; поддерживать общение; завершать общение;
- ✓ выражать основные функции;
- ✓ **расспрашивать собеседника** и отвечать на его вопросы;
- ✓ переспрашивать собеседника, если требуются уточнения и пояснения;
- ✓ четко определять свою речевую задачу;
- ✓ планировать ход беседы;
- ✓ адекватно ситуации реагировать на реплику собеседника;
- ✓ соблюдать правила речевого этикета;

вести диалог-расспрос, диалог этикетного характера, диалог – обмен мнениями, диалог – побуждение к действию, комбинированный диалог

Lesson 5 Have you been to a history museum?

1 The Smithsonian Museum of Natural History* in Washington, D.C. is very popular with the public.

2 1) What is interesting for the two students at the Smithsonian Museum? Listen to the talk and find out how the student asks about:

- a) the location of the museum;
- b) the time it is open;
- c) the ticket price;
- d) the collection of the museum. (listening for detail)

2 a) **Grammar.** Which questions sound more polite? How are the **polite questions** formed? Use GS, p. 235.

2 a) **Grammar.** Which questions sound more polite? How are the **polite questions** formed? Use GS, p. 235.

- What is special about the museum's collection?
- Could you tell me, what is special about the museum's collection, please?

b Ask about the following using indirect (polite) questions.

- 0) How can I get to the museum?
— Could you tell me how I can get to the museum, please?

- 1) What are their working hours?
- 2) Are they running new exhibitions now?
- 3) When was the museum founded?
- 4) How many tourists attend it every year?
- 5) How much does a ticket cost?
- 6) Where is the museum situated?
- 7) What collections does the museum include/house?
- 8) When does the museum open?

Lesson 6 That is just what I wanted!

1 Today everyone has a mobile phone. Fashion and trends tend to have a huge impact on sales of mobiles and it is quite difficult to choose among such a wide range.

1 What is important (or not important) for you to have in your mobile phone? Choose and explain why?

(+) I'd rather have a camera in the phone, because it is nice to have an opportunity to capture funny moments any time and share these images with friends.

(-) I'm not really interested whether the phone has a camera or not. I have a good digital camera.



to have a camera
to check emails
to be able to play around with the latest technology available
to be able to make a phone call
to have access to the Internet
to play music
to have a personal organizer

to have a simple no non-sense phone
to be smart
to have a full keyboard to fit into one's trouser pocket
to be thin (with a width less than 1 cm)
to be reliable
to have a good layout of the buttons

(-) I'm not really interested in ...
But I'm not worried about ...
I've got no use for ...
I'm perfectly happy without ...

(+) I'd prefer ...
I'd rather ...

2 **Grammar.** What questions can you ask to learn if the

2 **Grammar.** What questions can you ask to learn if the mobile phone has these features? Ask direct questions then change them into indirect. Use GS, p. 230.

Direct questions

- Does it have a camera?
- Will I have access to the net?

Indirect/Polite questions

- I'd like to know if/whether ...
- Could you tell me if ...
- I wonder if ...

Does it have a camera? (*direct question*)
Could you tell me if this phone has a camera? (*polite/indirect question*)



Цель упражнений: различение грамматической формы прямого и косвенного вопросов.

Подготовка к выполнению задания 2 (неспециальные упражнения).

Lesson 6.

1. IN YOUR CULTURE / GRAMMAR *British young people age limits in their country. What were the questions*

- a) – At what age _____?
– I can get a part-time job at 14. But I can get a full-time job at 16.
- b) – When _____ for your own passport?
– At age 14, I must apply for my own passport.
- c) – Is _____ for driving a car?
– Sure, there is. In Russia, you can drive a car when you are 16. In the UK, we can apply for a driving license at 17.
- d) – Are _____ to join the army?
– No. In Russia, you are mature enough to join the army at 18.
- e) – What _____ in Russia?
– In Russia, you can get married at 18.
- f) – Can _____ at 16?
– No, we can't. We can vote when we're 18.
- g) – Do _____?
– Yes, we do. We can leave school at 16.
- h) – At age 7, a child in Russia ought to be able to _____?
– Yes, you're right.

Lesson 6

1. GRAMMAR Read the statements about some environmental problems. What questions can you ask to specify the information? Use the words given.

1. Global warming leads to rising temperatures of the oceans.
How _____ annually?
2. The population of the planet is growing constantly.
How _____ now?
3. Many countries have strict environmental laws.
_____ introduce the strictest _____?
4. A tropical rain forest has more kinds of trees than any other area in the world.
How many _____ counted _____?
5. The greenhouse gases emitted during industrial production are split into two categories.
_____ divided _____?
6. It is better to use solar energy to power your home.
_____ panels work?
7. The best way to deal with hazardous waste is not to produce it—or to produce less.

1. Global warming leads to rising temperatures of the oceans.

How _____ annually?

2. The population of the planet is growing constantly.

How _____ now?

Lesson 6.

1. Your foreign friend asked you questions about the political systems and about Russia's history.

1) Make up the questions using the verbs in brackets.

1) economic / the / of / What / the / Federation / the /

2) Assembly / two / be / of / parts / the / What / Federation /

3) Court / the / the / of / head / of / What / Supreme /

4) serve / president / if / the / Who / president / the /

5) major / be / the / in / Russian / political / What / the /

6) have to be / citizens / to vote / How old / in the /

7) wrote / the / the / Russian / Constitution / Federation /

8) the / adopted / Constitution / Federation / What / the /

9) president / first / the / Who / be?

10) in / slavery (serfdom) / Empire / abolished / the / when / Russian /

11) of / the / wrote / anthem / Federation / Who / Russian / the?

2) Read the questions aloud with the correct intonation.

3) Which questions can you answer?

Цель упражнений: совершенствование навыка построения прямого вопроса (порядок слов).

Подготовка к выполнению задания 2 (неспециальные упражнения).



2 You are going to hear a conversation between two friends about

one of the well-known directors, Alfred Hitchcock.

1) Read the statements and ask questions that will help to get the necessary information.

- 1) One of the speakers has never heard about Alfred Hitchcock. _____
- 2) Hitchcock worked both in the UK and in the USA. _____
- 3) People are more scared when they expect something terrible to happen. _____
- 4) Hitchcock's films are about perfect crime. _____
- 5) The most expensive film that the speaker bought was *North by Northwest*. _____
- 6) *Psycho* is Hitchcock's best film. _____
- 7) Other directors use the ideas from Hitchcock's films in their works. _____
- 8) The Queen knighted A. Hitchcock for the film *Rebecca*. _____
- 9) The speaker became interested in Hitchcock's films.



La Scala, Milan, Italy



Leonardo da Vinci (1452–1519)



Michelangelo David (1501–1504)

Italy is widely known for being the birthplace of opera and ballet. While an early form of ballet was practised in Italy during the Renaissance, Italian opera was founded in the early 17th century. Later, works composed by Verdi and Puccini, are amongst the most famous operas ever written and today are performed in opera houses across the world.

In literature too, the work of Italian masters like Horace, Ovid and Virgil has been invaluable. Writers such as Dante and Petrarch developed new forms that influenced writing outside Italy for centuries. Sonnet as a prominent form of literary style was introduced by Petrarch and later followed by Shakespeare. Even the world of cinema has benefited from Italian creativity and passion; Bernardo Bertolucci and Federico Fellini being just two examples of this.

2) Group work. In each group, prepare and ask at least 5 questions about these countries' contributions to world culture.

Which movements in British music affected popular music in the entire world?

Цель упражнений: развитие умения расспрашивать собеседника (задавать уточняющие вопросы).

Подготовка к выполнению задания 2 (неспециальные упражнения).

Lesson 6 That is just what I wanted!

1 Today everyone has a mobile phone. Fashion and trends tend to have a huge impact on sales of mobiles and it is quite difficult to choose among such a wide range.

1) What is important (or not important) for you to have in your mobile phone? Choose and explain why?

(+) I'd rather have a camera in the phone, because it is nice to have an opportunity to capture funny moments any time and



3 **Role play.** You want to buy a mobile phone which costs less than £100 and holds two sim-cards.

Student card 1

You want to buy a mobile phone. Ask the shop assistant about:

- mobile phones available;
- possibility to use two sim-cards;
- other features included;
- the cost.

Remember to:

- be active and polite;
- get all the information you need;
- make a decision.

Student card 2

You are a shop assistant. Remember to:

- answer the customer's questions;
- give good arguments for buying one of these gadgets:

- Nokia (two sim-cards/touch screen/voice dialling/£80);
- Samsung (two sim-cards/colour screen/£50);
- Sony (8 megapixel camera/personal organizer/the Internet/two sim-cards/£105).

You start the conversation.

4 **Role play.** You are in a shop and want to buy a food processor which is not very big, but should have an ice cream maker.

Student card 1

You want to buy a food processor. Ask the shop assistant about:

- food processors available;
- their functions;
- the exact dimensions;
- the cost.

Remember to:

- be active and polite;
- get all the information you need;
- make a decision.



Student card 2

You are a shop assistant. Remember to:

- answer the customer's questions;
- be active and polite;
- tell the customer about these gadgets:

- Brown (blender/mixer/ice cream maker/£500/25x30x45);
- Bork (mixer/ice cream maker/knife sharpener/can opener/£700/30x30x50).

You start the conversation.

Lesson 6 Explore the world with cultural tours!

Three astonishing and immensely popular operas form the musical part of our tour to New York are *Othello*, *Carmen*, and *Aida* at the Metropolitan Opera. Our stay in New York also includes the non-musical delights of this city. Along with visits to the unique Metropolitan Museum of Art and the famous Museum of Modern Art, we will take a walk to Central Park, and an architectural walk along Fifth Avenue and 42nd Street past such notable landmarks as the Rockefeller Center and St Patrick's Cathedral. Cost: £1490.



The Metropolitan Opera

Shakespeare — Plays and Sites in Stratford (10 April — 12 April)

A visit to Shakespeare's birthplace in Stratford is followed by dinner at the restaurant at the Royal Shakespeare Theatre, and *Macbeth*. Next morning there is an excursion to villages around Stratford associated with Shakespeare. In the evening you will see the "lost play" *Cardenio*, its first production since 1723. On the third day of the



5 **Role play.** You are going on a tour. You are calling to the travel agency to find out all the necessary information about the tours from ex. 1.1). Talk with the travel agent to find out the details of the tours.

Student card 1

You are a travel agent. Answer the questions about the tours. Use the information from ex. 1.1). Remember to:

- be active and polite;
- answer all the questions;
- come up with suggestions.

Student card 2

You are going on a tour. Ask the travel agent about

- the types of tours;
- the destinations;
- the routes;
- the cost;
- the length of the tours.

Remember to:

- be active and polite;
- get all the information you need.

You start the conversation.

Asking for information on the telephone

I'm calling to find out ...

I'd like some more detailed material ... I need some information ...

Цель упражнений: развитие умения расспрашивать собеседника и отвечать на вопросы (диалог-расспрос).

ПАМЯТКА Как подготовиться к выполнению задания 2

При подготовке к заданию вы должны:

1. Понимать, о чем необходимо спросить: ключевые слова в пунктах задания предполагают определенные вопросы, например,
 - слово *place* предполагает вопрос *Where...?*,
 - слово *time* предполагает вопрос *When...?*,
 - слово *price* предполагает вопрос *How much...?*,
 - слова *length* и *duration* предполагают вопрос *How long...?*,
 - слово *availability* предполагает вопрос *Is/Are there...?*, *Is it possible ...?*

Если пункт задания начинается с *if / whether*, то требуется задать общий вопрос.

2. Уметь задавать различные типы вопросов.

- Соблюдать порядок слов характерный для общего вопроса, например, *Is there a swimming pool there?*
- Соблюдать порядок слов характерный для специального вопроса, например, *How long does the play last?*
- Уметь задавать вопросы в разных видовременных формах и залогах.
 - What activities are available? (Present Simple)*
 - What activities are offered? (Present Simple Passive)*
 - What activities will be offered? (Future Simple Passive)*

- Уметь спросить об одном и том же по-разному. Например,

Price	<i>How much is the ticket?</i>
	<i>How much does the ticket cost?</i>
	<i>What is the price of the ticket?</i>
discounts for students	<i>Are there discounts for students?</i>
	<i>Can I buy a ticket at a reduced price?</i>

- Произносить вопросительные предложения с правильной интонацией:
общий вопрос с повышающейся интонацией,
специальный вопрос с понижающейся интонацией.

3. Помнить, что на каждый вопрос отводится 20 секунд, поэтому использовать четкие и короткие формулировки, чтобы избежать ошибок

Lesson 5

✓ Study the advertisement.



EEX160 Alamy Images

The Royal Edinburgh Military Tattoo Festival

7-29 August

2) Match the beginnings of the questions (a-n) with the prompts (1-9) and complete the questions. Different variants are possible.

- a) What time _____ ?
- b) What kind of _____ ?
- c) How long _____ ?
- d) Where _____ ?
- e) What _____ ?
- f) How much _____ ?
- g) Are _____ ?
- h) Do _____ ?
- i) Is _____ ?
- j) What countries _____ ?
- k) Are _____ ?
- l) Can _____ ?
- m) When _____ ?
- n) How many _____ ?

1) Imagine you are going to visit the Edinburgh Military Tattoo. You will be interested in the following:

- 1) time of the performance _____
- 2) length of the performance _____
- 3) top attractions _____
- 4) location _____
- 5) if the tickets are available _____
- 6) ticket price _____
- 7) if there are discounts for students _____
- 8) necessity to book in advance _____
- 9) payment options _____
- 10) performers _____

Цель упражнения: совершенствование навыка строить прямые вопросы, развитие умения выполнять задание в тестовом формате.

Подготовка к выполнению задания 2 (специальные упражнения).

Lesson 6

Role play. You are going to ask a foreign friend about his/her home town

1) Write questions to ask him/her about the following:

1) the population

What _____

How many _____

2) famous people

Did _____

What _____

3) if his/her home town is famous for anything

Is _____

4) the main attractions

What _____

5) public facilities of his/her neighbourhood

Are _____

What _____

6) if his/her home town has changed a lot since he/she was a kid

7) what he/she would like to do for the neighbourhood

8) his/her neighbours

2) Read the questions with the correct intonation.

1. Study the advertisement.

THOMAS HANEY SECONDARY SCHOOL THEATRE

invites schoolchildren to take part in auditions

Those who love performing can participate

1) You are considering taking part in the audition. Complete the questions to find out the following information.

a) date of auditions

On what date _____ ?

When _____ ?

What _____ ?

b) place of/for auditions

Where _____ ?

What _____ ?

c) age limits

Are _____ ?

What _____ ?

Can _____ ?

d) skills required

What _____ ?

Are _____ ?

e) if performing experience needed

Do _____ ?

Is _____ ?

2) Read the questions aloud with the correct intonation.

Цель упражнений: совершенствование навыка строить прямые вопросы, развитие умения выполнять задание в тестовом формате.

Lesson 5

Where would you spend your dream holidays?

1 Travel agencies offer a lot of tours for people with different interests. Here are some of the travel leaflets.

1) Which tour attracts you most? Why?

Washington and Niagara Falls

A spectacular adventure starting in Canada in beautiful Niagara Falls. Over the American border to New York, "the city that never sleeps".

Discover Australia

You need only two weeks and you get your dream holiday. We'll show you the best items of "Down Under".*

2) You can learn more information about the tours from a travel agent.

What questions would you ask the travel agent to get more information about:

- the type of tour?
- the destination?
- the accommodation?
- the length of the tour?
- the sites to visit?
- the activities to take part in?
- the price of the tour?

4) Role play. You are talking with a travel agent.

Student card 1

1. You want to take the "Washington and Niagara Falls" tour. Ask the travel agent questions about the tour. Use the questions from ex. 1.2).
2. Answer the traveller's questions about the "Discover Australia" tour using the following information.

Type of tour: package

Way of travelling: by train (on the legendary Ghan train*)

Accommodation: two-bed compartments in train sleepers

Length of the tour: 2 weeks

Places to visit: Sydney (Opera House, the Botanical Gardens, Darling Harbour), Alice Springs Desert Park, Camel Farm, The Olgas (Kata Tjuta*), Ayers Rock* (Uluru*)

Activities to take part in: walking and watching the sunset and sunrise over Uluru, climbing the rocks, visiting a camel farm, being in Sydney

Price of the tour: £3,300



Цель упражнений: развитие умения расспрашивать собеседника (употреблять прямые вопросы), развитие умения выполнять задание в тестовом формате.

Подготовка к выполнению задания 2 (специальные упражнения).



✓ E 5 Imagine that you have received the invitation to a Sweetest Day party. Study the invitation on p. 50. You'd like to get more information about this party. In 1.5 minutes you are to ask five direct questions to find out the following:

- location;
- if there is a dress code;
- number of participants;
- programme of the party;
- length of the party.

You have 20 seconds to ask each question.

3 ✓ E Are safari parks useful? Would you like to go on a safari trip? Why? Why not?

4 ✓ E You are considering going on a safari trip.

Ask 5 direct questions to find out the following:

- accommodation;
- number of safari trips included;
- possibilities to get souvenirs;
- age restrictions;
- if pre-booking is essential.

5 ✓ E You are considering taking part in a charity walk. You'd like to get more information about it.

Ask 5 direct questions to find out the following:

- date;
- time;
- distance;
- starting point;
- if it is suitable for beginners.

6 ✓ E You have decided to give some of your time each month to improve the area where you live.

What would you do? Why?



Цель упражнений: развитие умения расспрашивать собеседника (употреблять прямые вопросы), развитие умения выполнять задание в тестовом формате.

Подготовка к выполнению задания 2 (специальные упражнения).



7 Imagine that you consider visiting the Redwood National and State Parks in California and you'd like to get more information. **Ask five direct questions** to find out the following:

- operating hours and seasons;
- activities throughout the parks;
- campgrounds;
- if entrance is free;
- if a visitor guide is available.

3 In his letter Peter mentioned that he was going on a cruise round the Mediterranean. **Ask five direct questions** to get more information about the cruise to find out the following:

- cruise highlights;
- departure points;
- duration of the cruise;
- price of the cruise;
- if pre-booking is necessary.

5 Imagine that your foreign friend has invited you to a Thanksgiving Day party. You'd like to get more information about this party. In 1.5 minutes you are to ask five direct questions to find out the following:

- place;
- time;
- if any things are required;
- participants;
- activities.

You have 20 seconds to ask each question.

7 You are considering visiting a concert and you'd like to get more information. Find out the following:

- time;
- length;
- ticket price;
- if any discounts are available;
- payment options.

Цель упражнений: развитие умения расспрашивать собеседника (употреблять прямые вопросы), развитие умения выполнять задание в тестовом формате.

Задание 3. Создание монологического тематического высказывания с опорой на вербальную ситуацию и фотографию (Базовый уровень сложности)

3

Task 3. These are photos from your photo album. Choose one photo to describe to your friend.

Photo 1



Photo 2



Photo 3



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- where and when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with: "I've chosen photo number ..."

**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ для учителей, подготовленные на основе
анализа типичных ошибок участников ЕГЭ 2017 года по ИНОСТРАННЫМ
ЯЗЫКАМ**

М.В. Вербицкая, К.С. Махмурян, В.Н. Симкин

Средний процент выполнения – 76,36; 73,28; 61,4 (2016);

77, 7; 74, 6; 58, 5 (2017);

-Участники из групп 2–4 справились довольно успешно: практически нет случаев описания трех картинок вместо одной; реже стала нарушаться последовательность пунктов плана; уменьшилось количество ответов, в которых использовался жанр рассказа вместо жанра описания.

-Основные ошибки: воспроизведение заученных кусков текста вместо спонтанной речи; неполное или неточное освещение пунктов плана; отсутствие адресности (обращение к другу); дублирование идей и лексики в разных пунктах плана; логические ошибки; отсутствие вступительной и заключительной фраз; неправильное использование средств логической связи, речевых клише.

-У экзаменуемых из группы 1 наблюдается большое количество фонетических и лексико-грамматических ошибок.

-Некоторые участники из групп 3 и 4 неправильно распределили время ответа на данное задание и не успели закончить монолог. Большое (часто заученное) вступление часто приводило к тому, что экзаменуемые либо не успевали сделать заключение, либо давали всего по одной фразе на каждый пункт плана, т.е. описания, как такого нет, как нет и связного монологического высказывания с опорой на картинку и план.

Рекомендации:

- описывать одну, а не все фотографии;
- осветить все пункты плана, при этом давая несколько предложений по каждому пункту;
- избегать повторения одной и той же идеи и лексики в разных пунктах плана;
- продумать вступление и заключение;
- сделать вступление коротким;
- обязательно дать заключение;
- логично строить высказывание, используя средства логической связи и соответствующие речевые клише;
- соблюдать время, указанное в задании.

Обучение монологическому высказыванию в линии УМК “English ”

Этапы работы	Опоры	Тип высказывания	Качества высказывания
<i>Этап I - формирование речевых навыков</i>	лексическая таблица речевой образец рисунок/фото Fact File	описание сообщение	целостность логичность
<i>Этап II - совершенствование речевых навыков</i>	речевой образец ЛСС	рассказ рассуждение	связность продуктивность
<i>Этап III - развитие речевых умений</i>	план рисунок/фото		самостоятельность выразительность

Подготовка к выполнению задания 3 (неспециальные упражнения).

4 E Have you ever been to a prom? Talk about your impressions.

Don't forget to:

- say where the prom was held;
- describe your outfit;
- say if your friends and relatives were there;
- describe what you did there;
- describe your favourite part of the prom;
- say what your impressions were.



5 E What are your best school memories?

2 E Describe any interesting celebration you have participated in.



Remember to talk about:

- the name of a celebration;
- when and where it took place;
- who took part in the celebration;
- what event it was devoted to;
- how it started and developed;
- the most important thing about that type of celebration;
- your impressions.

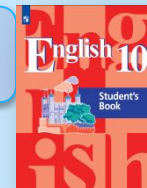
5 E What sports competitions are held in your school/city/region? Describe one of the sports events.

Remember to:

- say where and when the event takes place;
- describe the most spectacular moments of the event;
- say how many spectators the event attracts;
- describe the main objectives of the event;
- say what you like or dislike about this event;
- if you/your friends are going to take part in the event.

Цель упражнений: развитие умения строить монологическое высказывание, используя план.

Подготовка к выполнению задания 3 (неспециальные упражнения).



1 There are a lot of museums and art galleries throughout the world which contain impressive collections of ancient and contemporary art.

1 **C** 1) Read the texts about the world-famous museums and galleries. Which of the texts A–D contain the following information 1–12? Write down the corresponding letters. Read Learning to learn note No. 5 on p. 254.

1. where it is located _____
2. when it was founded _____
3. how many buildings it is located in _____
4. if it has a collection of paintings and sculptures by European masters _____
5. if it contains the only work of art by a world-famous master _____
6. whether the admission is free or not _____
7. if it holds temporary exhibitions _____
8. if it has a certain aim _____
9. if it has a permanent collection of applied art _____
10. if it collects and displays a new art form _____
11. if it shows the works of art from ancient times to the present day _____
12. if it gives an opportunity to look at contemporary art _____



5 **E** What is it like living in your area? Explain your point of view.

Remember to say:

- what kind of place you live in (location, population);
- about good points of living in your area;
- about what you wish to be different in your area;
- if you like living in your area.



5 **E** What is your teenage life like? Share your opinion with your classmates.

Remember to talk about:

- your relationship with your parents and peers;
- your school achievements;
- your other interests and accomplishments;
- your greatest concerns.

Цель упражнений: развитие умения строить монологическое высказывание, используя план.

Подготовка к выполнению задания 3 (неспециальные упражнения).

4 The sellers of various types of new technology always presented the educational community with two ideas: children learn better with it, and they won't make it without it.

1) Grammar. Do you agree with the following? Fill in the gaps with the conjunctions. Give your examples to prove the ideas you agree with. Use GS, p. 229.

Conjunctions joining sentences, shorter expressions or single words

and	both ... and ...	nor ...
but	either ... or ...	whether ... or ...
as well as		

- 1) For children who are not academically gifted programs on a computer may be what they need to practice, review _____ move on to the next lesson.
- 2) The best and worst thing about technology is improved access to information _____ the ability to work from virtually anywhere.
- 3) The Internet allows for _____ anytime _____ anywhere academic learning.
- 4) Technology interferes _____ with your personal life _____ with your work.
- 5) There doesn't seem to be any definite research to _____ support _____ disprove the usefulness of computerized learning in school.
- 6) _____ it be your TV, computer _____ children's toys, technology has reached us all.
- 7) We live in a world where young people have simply been able to _____ change _____ avoid the rules of their elders by using technology.
- 8) Computer educational games are a good thing because children do not compete with each other _____ actually against themselves.
- 9) The Internet was never aimed at improving all aspects of intelligence _____ was it designed to make us more creative.



and but when
because while so...that

Besides, In fact,
Moreover, In addition,
In other words,

Grammar support

Составные союзы: **as well as**, **so that** и т. д. Некоторые составные союзы являются двойными, так как состоят из двух частей: **both ... and**, **either ... or**, **not only ... but**.

Союзы делятся на сочинительные и подчинительные.

1. Сочинительные союзы служат для связи предложений в составе сложносочиненного предложения или для связи однородных членов предложения.

Сочинительные союзы:

and — и	both ... and — и ... и, как ... так и
but — но	not only ... but also — не только ... но
or — или	either ... or — или ... или
whereas — тогда как	neither ... nor — ни ... ни
while — в то время как	
as well as — так же как	
whether ... or — (ли) ... или ...	

John is a pupil, **while** his brother is a student.

He is brave **as well as** strong.

She **both** sings and dances.

She is **not only** beautiful **but also** talented.

We can go there **either** by plane **or** by ship.

Возможны следующие варианты построения предложений с союзом **whether ... or**:

Whether you like it **or not**, I'll take two tickets to the exhibition.
Whether or not you like it, I'll take two tickets to the exhibition.
Whether you like it **or whether** you don't, I'll take two tickets to the exhibition.

Правится тебе **или нет**, но я возьму два билета на эту выставку.

В) При переводе на русский язык предложений с союзом **neither ... nor** сказуемое переводится в отрицательной форме:

The books were **neither** interesting **nor** useful. — Книги **не были ни** интересными, **ни** полезными.

Если союз **neither ... nor** служит для соединения однородных подлежащих в единственном числе, то сказуемое в таком предложении тоже употребляется в форме единственного числа:

Neither she **nor** her husband **has** arrived.

С) Если союз **either ... or** служит для соединения однородных подлежащих, то сказуемое употребляется:

— в форме единственного числа, если второе подлежащее употребляется в единственном числе: **Either** Mary's brothers **or** Mary **has** arrived.

— в форме множественного числа, если второе подлежащее употребляется во множественном числе: **Either** Mary **or** her brothers **have** arrived.

2. Подчинительные союзы присоединяют придаточные предложения в составе сложноподчиненного предложения.

К подчинительным союзам относятся:

although — хотя	because — потому что
after — после того как	even if — даже если
as — так как, когда, как	even though — даже если, хотя
as if — как будто	for — так как
as long as — пока, если	if — если, ли
as soon as — как только	In case — на случай, если; чтобы ... не
as though — как будто	In order that — чтобы
before — перед тем как, прежде чем	like — как будто

Цель упражнения: совершенствование навыка использовать средства логической связи.

ПАМЯТКА Как подготовиться к выполнению задания 3

При описании любой фотографии необходимо

1. сказать

- где и когда сделана фотография
- кто или что изображен на фотографии
- что происходит на фотографии
- почему вы храните эту фотографию
- почему вы решили показать фото вашему другу.

2. построить логичное, связанное монологическое высказывание, состоящее из 12-15 предложений, поэтому в своём высказывании

- вы можете упомянуть не только где и когда, но и при каких обстоятельствах вы сделали фотографию;
- при описании людей на фотографии вы можете рассказать, кем они вам приходится, назвать их возраст, описать внешность, одежду;
- при описании предметов, изображённых на фотографии, вы можете указать их размер, цвет;
- если объектов на фотографии много, вы можете использовать следующие фразы: *in the foreground, in the background, on the right ... , at the top, next to/close to, to the left of ..*, и т.д.;
- при описании того, что происходит на фотографии, используйте *Present Progressive*.

3. помнить, что высказывание не должно звучать более 2 минут.

Подготовка к выполнению задания 3 (специальные упражнения).



✓ 7. Here are two photos Natasha took last summer. Now she is showing them to her friend.

1) Study the photos and read the description. Complete the description with the appropriate word combinations from the box. There are two extra word combinations that you do not need to use. Which photo is described?



At the top In the background In the corner In the foreground
 In the centre In the photo from my seat on the right on the left

I want to show you the photo that I took last summer when I was on a two-week course at the English language school for international students.

(1) _____ of the photo you can see my fellow students who I made friends with at the language school. The girl (2) _____ is Erica. She is in a white top. And the girl (3) _____ is Anny. They are from Austria.

On that day, we were making presentations about our countries. (4) _____ Erika and Anny are making a presentation about Austria. In their presentation they spoke about their country's history, its traditions and customs. They look happy and inspired as we liked their presentation very much. Now Erika and Anny are my pen friends. I like swapping e-mails with them.

I took the photo (5) _____. (6) _____ there are other students from my group. (7) _____ of the photo you can see a map of the world. As we made our presentations, we pinned flags to it. It turned out that there were students from nine countries in our class.

I've decided to show you the photo _____ school next summer. Remember, you _____ interesting for you to learn about the ac _____

I like this photo, because it reminds me of _____ together at the language school.

2) In the description, find and underline the sentences that fit the following points. Does the description cover all the points? In what order is the description given? Put the appropriate numbers near the points.

- when and where the photo was taken ____
- what/who is in the photo ____
- what is happening ____
- why you keep the photo in your album ____
- why you decided to show the photo to your friend ____

3) Use the description as a model to describe the second photo to your friend.

I want to show you a photo which _____

I took this photo when I _____

In the photo you can see _____

They are _____

I keep this photo in my album because _____

I've decided to show this photo because _____

I hope you like the photo.

Цель упражнений: 1) совершенствование лексических навыков, 2) осознание логики и организации высказывания, 3) развитие умения строить монологическое высказывание.

Подготовка к выполнению задания 3(специальные упражнения) .



✓ 6. Look at the photo and read its description.

1) Where was the photo taken? Fill in the verbs from the box in the correct form.

be able	be going to	come	enjoy
complete	go	listen	pick
look	say	take	wear



I took this photo when we (1) _____ to the countryside last weekend. The point is that (2) _____ photos is my hobby. I like snapping photos. In this photo my parents and younger sisters are on the terrace. My younger sisters are twins and very much alike. The only difference is their hair. She (3) _____ her hair plaited. Ann (4) _____ so (5) _____ to her. The family (6) _____ the fruit from our garden. The tastiest are strawberries and melon. In the garden is a football field where I like playing ball.

When I (8) _____ through my photos, an idea (9) _____ into my mind. The fact is that he (10) _____ a model and is going to test it. I think he can make sure that it is the perfect place for this. I (11) _____ invite him to our cottage this weekend. We (12) _____ not only to test the model but we'll also have fun in the countryside.

2) Does the description suit the following requirements? Prove it from the text.

- The description should have 12-15 sentences.
- The description should have answers to the questions
 - when and where the photo was taken
 - what/ who is in the photo
 - what is happening
 - why you keep the photo in your album
 - why you decided to show the picture to your friend

3) Think of your own reasons of keeping this photo in your album and showing it to your friend. Write about them.

Цель упражнений: 1) совершенствование грамматических навыков (Past Simple, Present Progressive, Future Simple), 2) осознание объема и организации монологического высказывания, 3) развитие умения строить монологическое высказывание.

Подготовка к выполнению задания 3 (специальные упражнения).

2 Two friends are discussing which expedition to go on during their summer holidays.

1) 1) Which programme have they decided to participate in? Why have they refused the other programmes? (listening for specific information)

2) 2) Which phrases of expressing likes/dislikes and giving reasons do the friends use in the conversation? (listening for specific information)

3 Role play. You and your friend are choosing an expedition programme to take part in.

Discuss with your friend the four expedition programmes (from ex. 1) and decide which one you would both take part in.

4 Pair work. You and your friend are planning a two-week summer holiday.

Discuss which camp you would both go to: a camp in the mountainous region in the Caucasus, a camp in the wooded area not far from your hometown or a camp on the Black Sea coast.



5 Imagine that the photos on the right are from your photo album.



6 Imagine that the photos on p. 30 are from your photo album. Choose one of the photos to present to your friend. When presenting the photo, remember to speak about:

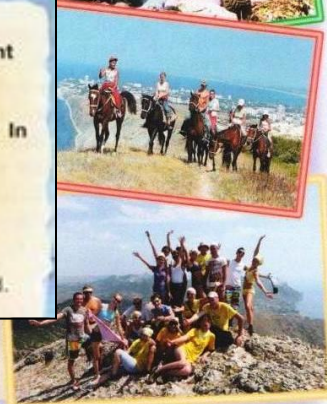
- where and when the photo was taken;
- what/who is in the photo;
- what is happening;
- why you keep the photo in your album;
- why you decided to show the photo to your friend.

5 Imagine that the photos on the right are from your photo album.

1) Choose one photo to present to your friend. In your talk remember to speak about:

- where and when the photo was taken;
- what/who is in the photo;
- what is happening;
- why you keep the photo in your album;
- why you decided to show the photo to your friend.

• explain why.



5 Imagine that this photo is from your photo album. Present the photo to your friend. In your talk, remember to speak about:

- where and when the photo was taken;
- what/who is in the photo;
- what is happening;
- why you keep the photo in your album;
- why you decided to show the photo to your friend.



6 Activity book, ex. 1. Reader, ex. 5.



Цель упражнений: развитие умения строить монологическое высказывание, используя план и фото, выполнять задание в тестовом формате.

Задание 4. Создание монологического высказывания с элементами сопоставления и сравнения, с опорой на вербальную ситуацию и фотографию (сравнение двух фотографий). (Высокий уровень сложности)

4

Task 4. Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the seasons presented in the pictures you preferred as a child
- explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

Photo 1



Photo 2



М.В. Вербицкая, К.С. Махмурян, В.Н. Симкин

Средний процент выполнения : 70,96; 71,7; 47,64 (2016)

70, 7; 72, 4; 44,6 (2017)

-Исчезли ответы, в которых картинки описываются, а не сравниваются, реже стали даваться подробные описания двух картинок, вместо кратких, как требуется в этом задании. Это позволило уменьшить количество повторений одних и тех мыслей в других пунктах плана.

Но наблюдалось:

-воспроизведение заученных кусков текста вместо спонтанной речи;

-неполное или неточное освещение пунктов плана,

-дублирование идей и лексики в разных пунктах плана,

-отсутствие вступительной и заключительной фраз;

-Не всегда удавалось использовать стратегию сравнения и сопоставления. Например, предлагались упрощенные варианты сравнения картинок по сходству: на картинке 1 – семья; на картинке 2 – тоже семья. На картинке 1 – два человека; на картинке 2 – тоже два человека. Такие же упрощенные варианты давались и при нахождении различий: на картинке 1 – три человека; на картинке 2 – два человека. На картинке 1 – лето; на картинке 2 – зима.

-Использование широкого диапазона лексических и грамматических средств также часто оказывалось затруднительным для недостаточно подготовленных выпускников.

Рекомендации:

- две фотографии нужно не просто описать, а подробно сравнить, включая детали;
- в монологическом высказывании необходимо сделать вступление и заключение;
- следует придерживаться плана, чтобы высказывание было логичным и ни один пункт плана не был потерян;
- вначале нужно описать, что общего имеют две фотографии, а уже затем остановиться на различиях;
- необходимо использовать средства логической связи: In contrast, ... In comparison to, Compared to, Unlike....., whereas..., while и т.д.
- желательно отметить эмоциональный фон обеих фотографий, сказать, какие чувства они вызывают;
- необходимо использовать широкий и разнообразный спектр лексических и грамматических средств;
- нужно соблюдать ограничения по времени и объему.

Подготовка к выполнению задания 4 (неспециальные упражнения).



1 O'Henry's *Two Thanksgiving Day Gentlemen* is a story of a special Thanksgiving Day dining tradition that has been kept on by two men for nine years.

5) Grammar.

E a) In the text, find the sentences with the **linking words that mean contrast and result**, match them with the rule in GS, pp. 237–238 and translate. (understanding relations between the parts of a text through grammatical cohesion devices)

E 1) Who are the main characters of this story? (reading for the main idea)

Two Thanksgiving Day Gentlemen

Stuffy Pete took his seat on his usual bench in the center of Union Square.* Every Thanksgiving Day for nine years Stuffy Pete had taken the same seat exactly at one o'clock and each time the same **pleasant** thing had happened. However, today Pete came here more from habit than from yearly hunger which, as the philanthropists* seem to think, troubles the poor at such long intervals.



away, but he was stayed right there

Contrast	However, • But, • Yet, • While, • Unlike, Otherwise, • Although/Even though, • Though, Despite/In spite of, • Nevertheless, In contrast (to), • On the contrary, On the one hand, • On the other hand
Result	So, • As a result, • Consequently, • Therefore, Thus, • Hence

AB ex. 1

2) Grammar.

E 1) In paragraphs 2, 3 and 5 (ex. 1.1), find the **prepositions like, unlike, as** and translate the sentences with them. Use GS, p. 228.

E 2) Read some more statements from Walter G. Moss' essay about A. Chekhov. Fill in the gaps with the prepositions: **like, unlike, as**.

- 1) Chekhov began writing short stories during his days _____ a medical student at the University of Moscow.
- 2) The book *Sakhalin Island* was _____ anything Chekhov had previously written. It also reflected both his training and skills _____ a doctor and a writer.
- 3) In Paris, Chekhov visited the Eiffel Tower, which had been built _____ part of the 1889 World's Fair Exposition. And, _____ many travellers, he found the French capital wonderful.
- 4) After returning from Western Europe, Chekhov wrote several excellent stories _____ *The Duel* and *Ward 6*,

but he also became very active _____ a doctor and a citizen.

5) _____ Shakespeare, Chekhov scribed silliness both tragically comically, but in an even more comical way.

6) _____ the works of Dostoyevsky and Tolstoy, Chekhov's works deal a wide range of timeless issues.

7) _____ Tolstoy, who distrusted industrialization, Chekhov welcomed technology and industry.

8) Chekhov admired explorers _____ men of action who don't just sit and talk.

E b) Complete the short summary of the story. Use the **linking words: but, while, however, therefore, so**. (understanding relations between the parts of a text through grammatical cohesion devices)

Each year the Old Gentleman took Stuffy Pete to a restaurant and treated him to a huge holiday dinner. (1) _____, that year, a pair of rich ladies had already fed him. (2) _____, Stuffy Pete was stuffed, and was sitting on the park bench, when the Old Gentleman appeared as usual. Stuffy didn't want to disappoint the kind old man, (3) _____ he went with the Old Gentleman to their traditional restaurant. Stuffy ate a second huge holiday dinner (4) _____ the Old Gentleman didn't eat, he only watched and smiled. After the holiday dinner the two men said goodbye to each other. Later that day, Stuffy was brought to the hospital. Soon after, the Old Gentleman was brought to the same hospital. He was too proud to admit it, (5) _____ he hadn't eaten a thing in three days.

3 **E** What is the attitude of Walter G. Moss towards Anton Chekhov? Prove it from the text and the statements (ex. 1, 2).

Цель упражнений: совершенствование навыка использования средств логической связи.

A 5 We are lucky to live in a world where travelling is open to more of us than ever before.

1) Is travelling an important part of people's lives? Express your opinion.

Remember to:

- explain why people travel;
- talk about travelling as an educational experience;
- describe how travelling helps people to relax;
- say if you and your parents like travelling. Why?

2) Does your school organise educational trips? Do you go on school trips? What would you tell your foreign friend about your school trips?

5 **! E** **Pair work.** Discuss with your friend what is more important – having an interesting job or earning a decent wage/salary.

6 **E** Is studying after finishing school worth doing? Express your opinion.

Remember to say:

- about the benefits of higher education;
- about the benefits of getting vocational skills;
- if foreign languages can help you to get a better job.



Цель упражнений: развитие умения строить монологическое высказывание с элементами рассуждения.

Подготовка к выполнению задания 4 (неспециальные упражнения).



4 **E** What are pros and cons of living in the country? What is your opinion?

5 **!** **E** It is better for children to grow up in the countryside than in a big city. Do you agree or disagree with this statement? Give reasons and examples to support your opinion.





E **5** Is sport worth doing? Express your opinion.

Remember to:

- talk about the benefits and disadvantages of doing sports;
- talk about how sport influences your life;
- give examples from your own experience.

3 Young people's opinions about cheerleading and skateboarding differ.

1) What arguments do young people give for and against considering cheerleading and skateboarding to be sports? (listening for detail/note taking)

Cheerleading is a sport		Skateboarding is a sport	
			
For	Against	For	Against

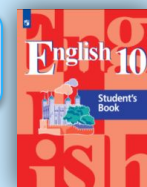
2) Which arguments do you agree/disagree with? What other arguments can you give to support your opinion?

4 Is roller-skating a sport? Express your opinion and give arguments.



Цель упражнений: развитие умения строить тематическое монологическое высказывание с элементами рассуждения.

Подготовка к выполнению задания 4 (неспециальные упражнения).



Giving an opinion

In my opinion, ... To my mind ...
The way I see it, ... I (do not) agree that ...
Personally, I think ... I disagree that ...
I believe that ...

Expressing likes

I like/love/enjoy ...
I'm keen on ...
I'm fond of ...
I'm mad about ...
I'm crazy about ...
I find it relaxing/enjoyable ...

Expressing dislikes

I don't like ... at all.
I'm not keen on ...
I'm not fond of ...
I don't care about ...
I hate ...
I can't stand ...
I find it really boring ...

Expressing dislikes

(I'm afraid) I don't like it.
I've never liked this painter, (I'm afraid).
Andy Warhol is not one of my favourite artists.
I (really) hate tattoos.
I'm not (really) very keen on opera.
There is nothing I like less.
There is nothing I like less than primitive art.
Well, I can't say it's (really) my favourite art form.

Giving reasons

The main reason is that ...
Well, you see ...
The point is ...
Well, the thing is ...
Let me explain. You see, ...

Adding things

To start with ... And besides ...
Also, ... Not only that, but ...
And another thing ... Oh, I almost forgot ...

Introducing arguments and reasons

One of the benefits of ... • Another (dis)advantage/reason ...
This would be the best way of ... • Other points to ...
It is strongly felt that ...
What is more ... • Moreover, ... • Furthermore, ... • Also ...

Использование средств выражения речевых функций.

ПАМЯТКА Как подготовиться к выполнению задания 4

При сравнении двух фотографий, вы должны:

1. Сформулировать общую для обеих фотографий тему, используя фразы, например: The pictures/photos/photographs deal with The pictures/photos/photographs are about... .
2. Кратко описать каждую фотографию, указав, кто запечатлён на фотографии, и, что происходит.
3. Указать общие черты, отметив, по крайней мере, две сходные черты, используя следующие соединительные союзы и союзные слова both, each, and, like, just as, similarly, similar to и др.
4. Описать отличительные черты, отметив, по крайней мере, две различные черты, используя следующие слова: whereas, while, however, unlike, in comparison with, in contrast to, different from и др.
5. Выразить своё мнение по заявленной теме и аргументировать его, используя, например: Personally, I think ... because ...; I'd prefer ... because ...
6. Построить логичное, связанное высказывание, имеющее вступительную фразу, например: I have 2 pictures to compare и заключительную фразу, например: So, I'd rather... /I'd prefer....
7. Помнить, что высказывание должно звучать не более 2 минут и должно состоять из 12-15 фраз.

Подготовка к выполнению задания 4 (специальные упражнения).

✓ 6. Study the two photographs.



1) What do the photos have in common? Fill in the gaps with the appropriate phrases from the box.

Each of these photos shows	Both photos are devoted to
Like in the first photo	The common theme for both photos
Both in the first and in the second photos	

- _____ the way people acquire knowledge.
- _____ students.
- _____, in the second photo the student is reading and taking notes.
- _____ the students are concentrating on what they are doing.
- _____ a learning process.

2) Make up sentences to contrast these two photos. More than one variant is possible.

1. While both of the photos show	A. which is taken indoors, the second one is taken outdoors.
2. Whereas the first photo shows	B. in which you can see only one student, in the left hand photo you can see a group of students.
3. Compared to the photo on the right	C. the students in the first photo are taking a lesson with a teacher.
4. Unlike the first photo	D. students who are busy with the same activity, they illustrate different ways of learning.
5. Another important difference is that	E. a traditional way of learning depicts distance

✓ 1. Study the two photos.

1) Look through the following words and word combinations. Which ones can be used to describe picture 1 and picture 2?

absorbed in reading	brand new	more convenient
rather old	reading a humorous story	reading a suspense novel
reading a thick book	reading an electronic book	store a great many books
smiling	enjoying	



2) Read the text in which the two pictures are compared and contrasted and fill in the gaps with the words from ex. 1 1).

These two photos are devoted to reading.

In the first photo, there is a girl who is lying on the floor and (1) _____. I suppose that she is (2) _____. She seems (3) _____.

The second photograph shows a young woman who is (4) _____ on her e-reader. I'm not sure but I think that she is (5) _____ because she is (6) _____. The people in these two pictures are (7) _____ themselves. They both seem to be fans of reading. But there are some differences between these two photos.

First, unlike the book in the first photo, which is (8) _____, an e-reader in the second picture is (9) _____. Second, the book in the first photo seems to be rather heavy while the e-reader in the second photo is not heavy at all. The woman is holding it in one hand. I understand that having an e-reader is (10) _____ because you can (11) _____ on it, but I would prefer to read a printed book because I like the smell and feel of a book. It adds to the pleasure of reading. Besides, you can take the printed book from the shelf and start reading it, but if your e-reader is not charged, you can't read an e-book.

I'd like to finish by saying that in my opinion such gadgets, though they are very convenient, can't replace printed books.

3) Which way of reading do you personally prefer: a printed book or an e-book? Explain why.

Цель упражнений: 1)-2) совершенствование лексических навыков, 2) грамматических навыков (использования союзов) 3) развитие умения выражать свое мнение и обосновывать его.

Подготовка к выполнению задания 4 (специальные упражнения).

2. Study the two photos.



1) Compare and contrast the following information using the linking words given. There is an example at the beginning.

0) In picture one three women are returning home after shopping. In picture two a family is returning home from a supermarket.

just as

In picture 1 just as in picture two people are returning home after shopping.

1) In the first picture the women are riding their bicycles. In the second picture the family uses the car to go shopping.

While

2) The one on the left shows three women who are friends. The one on the right depicts a family of four.

but

3) The people in picture 1 are happy. The family in picture 2 is also in a good mood.

Like

4) The people in the second picture bought a lot of different things. The women in the first picture have fewer purchases.

whereas

5) The people in picture 1 use baskets to carry their purchases. The people in picture 2 use paper bags for carrying their purchases.

Unlike

While

2) Here are two answers to the question "Which way of going shopping presented in the pictures is more environmentally friendly?" Which opinion do you share?

1. The people in this picture went shopping by car but they use paper bags that are more ecologically friendly than plastic bags. Using paper bags can help to reduce the amount of hazardous waste. Besides, using a car allows us to get to any supermarket no matter where it is situated. It is very important if you buy locally grown food that may be unavailable in the nearest supermarket. Buying locally also helps to reduce dangerous gas emission. I think that shopping locally and using paper bags is a good way to help the environment.

2. People in both pictures are caring about the environment. The women refuse to use a car and go shopping by bicycles because they want to reduce the harmful impact of cars on the environment. Carbon dioxide that cars emit is very dangerous to the environment. Most of the energy is produced by burning fossil fuel that is very dangerous for the environment.

I think that if we refuse to use cars we can contribute more to the protection of the environment.

! 3) Write your own variant to answer the question which way of going shopping presented in the pictures is more environmentally friendly.

4) Study the two photographs in ex 1.1). Compare and contrast the photographs:

I have 2 pictures to compare.

Both photos show _____

In the first photo there is _____ (who/that) _____.

The second photo shows _____ (who/that) _____.

Both pictures have a few/a lot of things in common.

There are some differences between these two photos.

Personally, I'd prefer _____

I enjoy _____ more than _____ because _____

So, I'd rather _____

Цель упражнений: 1) совершенствование грамматических навыков, 2)-3) развитие умения выражать свое мнение и обосновывать его, 4) осознание логики и организации высказывания, развитие умения строить монологическое высказывание

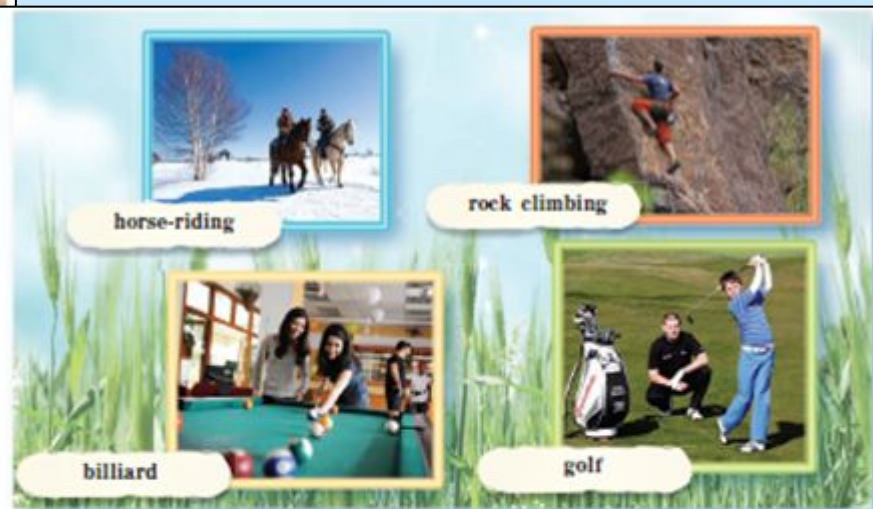
Подготовка к выполнению задания 4 (специальные упражнения).



✓ 4 There are a lot of ways to spend a day of fun with the family.

Study any two photographs on p. 76. Compare and contrast the photographs:

- give a brief description of the photos (action, location);
- say what the pictures have in common;
- say in what way the pictures are different;
- say which kind of a family outing you'd prefer;
- explain why.



✓ 5 6 Choose any two photos from ex. 5 and study them.

Compare and contrast the photos:

- give a brief description of the photos;
- say what the photos have in common;
- say in what way the photos are different;
- say which kind of sport activity you'd prefer;
- explain why.

Цель упражнений: развитие умения строить монологическое высказывание с элементами рассуждения с опорой на фото и план, выполнять задание в тестовом формате.

Подготовка к выполнению задания 4 (специальные упражнения).



You can take a course on:

- basic car maintenance
- flower arranging
- self-defence
- vegetarian cookery



4 ✓ **IA** Choose any two photos on p. 72 and study them. Compare and contrast the photos:

- give a brief description of the photos;
- say what the pictures have in common;
- say in what way the pictures are different;
- say which course you'd prefer;
- explain why.

5 **IA** What is it like living in your area? Explain your point of view.

✓ **6** Study the first photo on p. 4 and the photo on p. 5. Compare and contrast them:

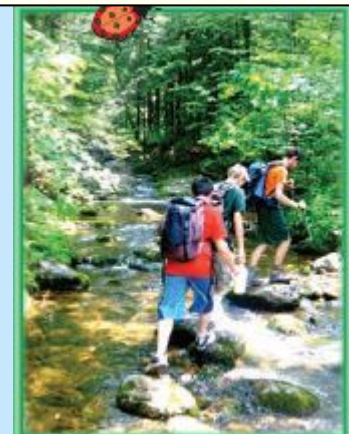
- give a brief description of the photos (action, location);
- say what the photos have in common;
- say in what way the photos are different;
- say which place you'd prefer to live in;
- explain why.





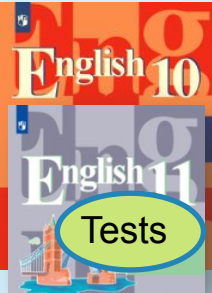
✓ **IA** **5** Photos on pp. 188–189 show different ways how people spend their holidays.

Compare the first photo on p. 188 and the photo on p. 189:

- give a brief description of the photos (action, location);
- say what the photos have in common;
- say in what way the photos are different;
- say which way of spending holidays you would prefer;
- explain why.



Цель упражнений: развитие умения строить монологическое высказывание с элементами рассуждения с опорой на фото и план, выполнять задание в тестовом формате.

Урок	Раздел	Компонент
<p>Lesson 8 Test yourself</p> <p>EXAM PREPARATION LESSON.</p>	<p>IV. SPEAKING</p> <p>IV. SPEAKING</p>	 
<p>Резервный урок</p>	<p>Раздел 5 (задания по говорению)</p>	

IV SPEAKING

1 Look through texts E–G on p. 27. In 1.5 minutes be ready to read the texts aloud. You will have no more than 1.5 minutes to read them.

2 Imagine that a British family with whom you are staying is planning to go on a trip to the countryside. In 1.5 minutes you are to ask 5 direct questions to find out the following:

- date of the trip;
- place you are going to;
- if it takes much time to get there;
- time of departure;
- duration of the trip.

You have 20 seconds to ask each question.

IV SPEAKING

1 Your family and you are considering visiting Tate Modern (see p. 148). You want to find out more information about the gallery. Ask 5 questions to find out the following:

- opening times;
- permanent exhibitions;
- artist-led workshops;
- events for families;
- if artist products are available.

2 Imagine that while visiting a British school you took some photos. Study the first photo on p. 145 and present it to your friend. You will have to start speaking in 1, 5 minutes and will speak for not more than 2 minutes. In your talk, remember to speak about:

- where and when you took the photo;
- what/who is in the photo;
- what is happening;
- why you took the photo;
- why you decided to show the picture to your friend.

You have to talk continuously.

3 Study the two photographs on the right on p. 145.

In 1,5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location);
- say what the pictures have in common;
- say in what way the pictures are different;
- say which of the art forms presented in the photos you'd prefer as a school subject;
- explain why.

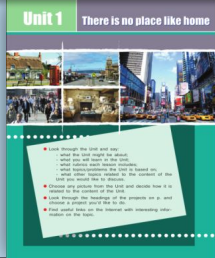
You will speak for not more than 2 minutes. You have to talk continuously.



E Urban sprawl is often subject to criticism for its negative effects on nature. Significant amounts of land are cleared to make way for sprawling development. Wildlife habitats disappear as more space is given for human settlements. The distances connected with urban sprawl create car dependency, and with it, increased air pollution as well as noise pollution.

F Critics note that urban sprawl is a major reason for communication barriers among neighbours. It has a tendency to create social isolation and loneliness among community members. Since sprawl requires large amounts of driving, people do not interact with one another socially in their communities. Spending a lot of time on commuting also means less time for family and recreation activities.

G Some critics establish a link between urban sprawl and physical state of people living in sprawling areas. They point out that the heavy car dependency of people in sprawling regions leads to problems such as obesity. High commuting also has effects on blood pressure, mood and frustration tolerance. Decreased physical activity and being overweight are risk factors for a wide range



EXAM PREPARATION LESSON.

TV SPEAKING

TASK 1.

Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will have no more than 1.5 minutes to read it.

England has many types of homes. In the large cities, people often live in apartments, which are called flats. In most towns, there are streets of houses joined together in long rows. They are called terraced houses.

Nowadays, more people are buying their own homes than in the past. About two thirds of the people in England and the rest of Britain either own or are in the process of buying their own home. Most others live in houses or flats that they rent from a private landlord, the local council or housing association.

A big problem in England is the rising cost of houses. The cost of housing in England has increased much faster than people's wages. This has made it impossible for first-time buyers to get on the housing ladder unless they are in especially well-paid jobs, are able to call upon rich relatives or are prepared to buy jointly with friends.

TASK 2.

Imagine you are talking with a British friend who has moved to a new area recently. You want to ask him/her to find out the following:

- 1) his/her address
- 2) if his/her school is far from his/her house
- 3) neighbourhood facilities
- 4) part-time job possibilities
- 5) if he/she likes living there

You have 20 seconds to ask each question.

TASK 3. Imagine that you took these photos. Choose one photo to present to your British friend. In your talk remember to speak about:

- ❖ where and when the photo was taken
- ❖ what/who is in the photo
- ❖ what is happening
- ❖ why you keep the photo in your album
- ❖ why you decided to show the picture to your friend

You have to talk continuously, starting with:
I've chosen photo number



TASK 4. Study the two photographs. Compare and contrast the photos:

- 1) give a brief description of the photos (action, location)
- 2) say what the pictures have in common
- 3) say in what way the pictures are different
- 4) say which place for children is better: the countryside or a city
- 5) explain why.

You will speak for not more than 2 minutes. You have to talk continuously.



Unit 1 There is no place like home

- Look through the list and say:
 - what the list might be about;
 - what you will learn in the list;
 - what subject each lesson includes;
 - what topics interest the list to be read on;
 - what other topics related to the content of the list you would like to discuss.
- Choose one picture from the list and decide how it is related to the content of the list.
- Look through the headings of the projects on p. and choose a project you'd like to do.
- Find useful links on the Internet with interesting information on the topic.

VI SELF-ASSESSMENT (AB)

Test- taking skills perfection/ Level reached	1	2	3	4
<ul style="list-style-type: none"> I can <u>read a text aloud</u>; I can do <i>a matching test</i>: <ul style="list-style-type: none"> -matching the title to the written text; -matching the key sentence to the audio text; -choosing which part of the sentence fits into gaps in a text; I can do <i>a word-building test</i>; I can do <i>a word transformation test</i>; I can <u>ask questions to find out information</u>; I can <u>describe a photo</u>; I can <u>compare and contrast photos</u>; I can write <i>a personal letter</i>. I can write <i>an opinion essay</i>. 				

* 1 – excellent, 2 – well, 3 – in a satisfactory way, 4 - It's an objective to me.

Self Assessment – раздел для самостоятельной оценки учащимися уровня знаний и уровня развития учебных умений

Подготовка к выполнению заданий ЕГЭ (Контроль)

10 класс, первое полугодие

РАЗДЕЛ 5. ГОВОРЕНИЕ.

Task 1.

Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will have no more than 1.5 minutes to read it.

Hurricanes are tropical storms where the winds get faster than 118 km per hour. The storms have a central area of calm known as the "eye", which is the funnel through which the warm air rises. Overland, the storms no longer have warm water to power them and die out within a few days, but not before winds do a lot of damage.

Over the sea, a hurricane can cause the level to rise by several metres. This rise in water can cause massive waves to hit the shores near the storm. Heavy rains from the hurricane's clouds cause flooding.

Tropical storms last a long time and are given names to be identified quickly. The first storm of the year will have an A name, like Hurricane Alice or Typhoon Andrew, the next one gets a B name and so on. There are regular meetings of weather scientists who decided on new names for the next year. Names of storms which cause a lot of damage are never used again.

Task 2.

You are considering visiting a village fair, you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out the following:

- 1) place
- 2) events
- 3) prizes
- 4) possibility to buy local products
- 5) way to make a donation

You have 20 seconds to ask each question.

Task 3. These are photos from your photo album. Choose one photo to describe to your friend.

Photo 1



Photo 2



Photo 3



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- where and when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

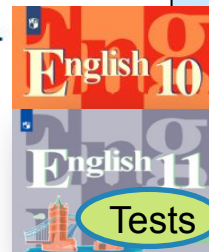
You have to talk continuously, starting with:

"I've chosen photo number ...".

Task 4. Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which way of celebrating the New Year you'd prefer
- explain why

You will speak for not more than 2 minutes. You have to talk continuously.





- ✓ Организация контрольно-оценочной деятельности учащихся и подготовка к ЕГЭ
- ✓ Цели урока, описывающие развиваемые умения и навыки

UNIT 1. HOW VARIED THE WORLD IS!

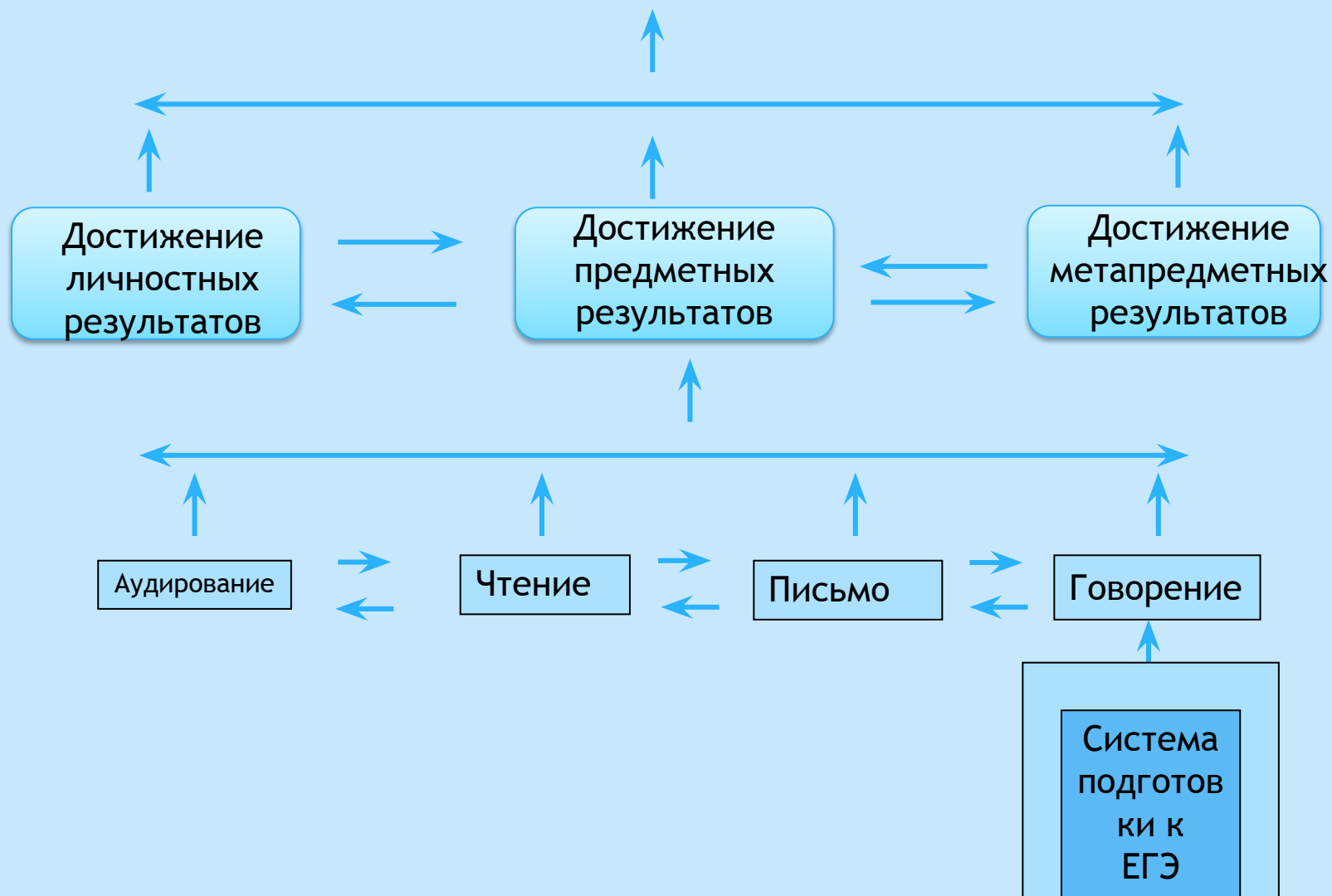
Lesson 5. Why not go on an expedition?

Планируемые результаты:

предметные результаты (учебный аспект ИК): развитие умения вести комбинированный диалог; умения строить тематическое монологическое высказывание (описание), используя фотографию и план, строить тематическое монологическое высказывание с элементами рассуждения (сравнение двух фотографий).

- ✓ Поурочные рекомендации, помогающие организовать выполнение упражнений;
- ✓ Ключи к упражнениям;
- ✓ Рекомендации с ключами по работе с разделом *Speaking* в уроках *Test yourself* и *Exam Preparation*;
- ✓ Критерии оценки устных заданий ЕГЭ.

Гражданин России, воспитанный в соответствии с национальным идеалом, способный к межкультурному общению и дальнейшему самообразованию





АКЦИОНЕРНОЕ ОБЩЕСТВО
«Издательство «Просвещение»
(АО «Издательство «Просвещение»)

127521, Москва, 3-й проезд Марьиной рощи, 41 Тел.: (495) 789-3040, факс: (495) 789-3041
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ИНН 7715995942 КПП 771501001 ОГРН 1147746296532 ОКПО 29194516

17 МАР 2017 № 543

На № _____ от _____

Руководителям образовательных организаций,
учителям английского языка, руководителям
книготорговых организаций

Уважаемые коллеги!

Информируем вас о том, что в соответствии с приказом Министерства образования и науки Российской Федерации № 870 от 18 июня 2016 г. «Об утверждении Порядка формирования федерального перечня учебников, рекомендуемых к использованию при реализации имеющих государственную аккредитацию образовательных программ начального общего, основного общего, среднего общего образования» АО «Издательство «Просвещение» получило положительные экспертные заключения по результатам научной, педагогической и общественной экспертиз завершённой предметной линии учебников, включая печатную и электронную форму учебников:

1. «Английский язык. 10 класс», авторов В. П. Кузовлева и др.;
2. «Английский язык. 11 класс», авторов В. П. Кузовлева и др.

Положительные экспертные заключения и полный пакет документов и материалов в соответствии с приказами были представлены издательством «Просвещение» в Министерство образования и науки РФ и приняты Министерством в установленный приказами срок до 15 января 2017 года.

В соответствии с приказом Минобрнауки РФ № 870 от 18 июня 2016 г. материалы рассматриваются Научно-методическим советом до 1 марта года формирования федерального перечня учебников. Минобрнауки включает учебники в федеральный перечень учебников до 15 марта года формирования федерального перечня учебников.

АО «Издательство «Просвещение» включено в перечень организаций, осуществляющих выпуск учебных пособий, которые допускаются к использованию при реализации имеющих государственную аккредитацию образовательных программ начального общего, основного

общего, среднего общего образования, утвержденный приказом МОиН РФ от 09.06.2016 № 699 (Зарегистрировано в Минюсте России 04.07.2016 N 42729).

В соответствии с Федеральным законом № 273 «Об образовании в РФ» учебные пособия, включая пособия для дошкольных образовательных организаций, могут приобретаться за счет бюджетных средств (статьи 8, 18, 28 и 35).

Учебные пособия «Английский язык. 10 класс» и «Английский язык. 11 класс» авторов В. П. Кузовлева и др. планируются к выходу в свет к началу нового учебного года. Бюджетные заказы можно направлять в издательство Галине Владимировне Трофимовой по адресу gtrofimova@prosv.ru. Розничные предзаказы доступны через компанию «Абрис» (www.textbook.ru).

С уважением,
Главный редактор

О. Г. Котляр



Вы можете купить учебные пособия

- ❖ «English 10» - по ссылке

<http://catalog.prosv.ru/item/31433>

- ❖ «English 11» - по ссылке

<http://catalog.prosv.ru/item/31434>

- ❖ Сделать предзаказ на **Рабочие тетради** по ссылке <http://catalog.prosv.ru/b2b/order>

- ❖ **Бюджетные заказы** направлять в издательство «Просвещение» на имя Трофимовой Галины Владимировны по электронному адресу

gtrofimova@prosv.ru

- ❖ **Розничные заказы** доступны также через компанию «Абрис» www.textbook.ru



Вы можете скачать бесплатно на сайте авторского коллектива

- ❖ *Рабочие программы 10-11 классы – по ссылке <http://old.prosv.ru/umk/we/info.aspx?obno=20651>*
- ❖ *Аудиокурс к «English 10» - по ссылке <http://catalog.prosv.ru/item/31433>*
- ❖ *Аудиокурс к «English 11» - по ссылке <http://catalog.prosv.ru/item/31434>*
- ❖ *Календарно-тематическое поурочное планирование к «English 10» и «English 10» <http://old.prosv.ru/umk/we/info.aspx?obno=30733>*



Записи вебинаров по новым УМК “English 10” и “English 11”

- **22 декабря 2016г.**

Новые УМК “English-10” “English-11” как средство реализации требований ФГОС среднего (полного) общего образования» - Кобец Юлия Николаевна, член авторского коллектива УМК "English 2-11".

Ссылка на вебинар:

<https://my.webinar.ru/event/878478/?t=83242>

- **27 января 2017г.**

«Система подготовки к ЕГЭ (письменная часть) в новых УМК для старшей школы "English 10" и "English 11" (Кузовлев В.П. и др)» – Дуванова Ольга Викторовна, член авторского коллектива линии УМК “English 2-11” авторов В.П. Кузовлева, Н.М. Лапа, Э.Ш. Перегудовой и др.

Ссылка на вебинар:

<https://my.webinar.ru/event/897490/?t=59560>

Записи вебинаров по новым УМК “English 10” и “English 11”

- 27 февраля 2017г.

«Система подготовки к ЕГЭ (устная часть) в новых УМК для старшей школы “English 10” и “English 11” (В.П. Кузовлев и др.) Лапа Наталья Михайловна, доцент, член авторского коллектива линии УМК “English 2-11” авторов В.П. Кузовлева, Н.М. Лапа, Э.Ш.Перегудовой и др.

Ссылка на вебинар:

<https://my.webinar.ru/event/901176>

Записи вебинаров по новым УМК “English 10” и “English 11”

- 23 октября 2017г.

«Система подготовки к ЕГЭ (письменная часть) в новых УМК для старшей школы “English 10” и “English 11” (В.П. Кузовлев и др.)» - Дуванова Ольга Викторовна, член авторского коллектива линии УМК «English 2–11»

Ссылка на вебинар: <https://events.webinar.ru/9331/625715>

Спасибо за внимание!

Контакты

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e-mail: prosv@lipetsk.ru

Интернет-поддержка:

www.prosv.ru/umk/we